



1975

The Effects of Two Types of Supervision on High and Low Functioning Counselor Trainees

Jean D'Águar
Loyola University Chicago

Recommended Citation

D'Águar, Jean, "The Effects of Two Types of Supervision on High and Low Functioning Counselor Trainees" (1975). *Dissertations*. Paper 1458.
http://ecommons.luc.edu/luc_diss/1458

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](https://creativecommons.org/licenses/by-nc-nd/3.0/).

Copyright © 1975 Jean D'Águar

LOYOLA UNIVERSITY

THE EFFECTS OF TWO TYPES OF SUPERVISION ON
HIGH AND LOW FUNCTIONING COUNSELOR TRAINEES

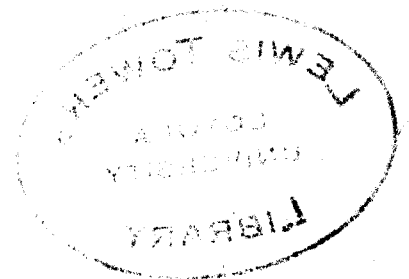
A dissertation
submitted to the Graduate School
in partial fulfillment of the
requirements
for the degree

DOCTOR OF PHILOSOPHY

Department of Guidance and Counseling
School of Education

by

E. Jean D'Aguiar
Chicago, Illinois
June, 1975



VITA

Jean D'Aguiar was born on May 3, 1944 in Albuquerque, New Mexico. She attended public schools in Shreveport, Louisiana. In 1962 she received the high school diploma and entered Louisiana Polytechnic Institute, graduating in 1966 with a B.S. in Sociology.

The M.S. in Education was obtained in 1970 from the University of Southern California. One year of doctoral work in counselor education was also completed at that university. These studies included field experiences at the University of Southern California Counseling Center, Westmoreland Halfway House, Julia Ann Singer Preschool and Psychiatric Center and Los Angeles city schools.

In 1971, doctoral studies were continued in the Department of Guidance and Counseling, Loyola University of Chicago. During the period 1972 through 1975 the author served as teaching assistant, and then part-time instructor at Loyola. She also served internships at Mundelein College in Chicago and the Loyola Child Guidance Center, as well as the Loyola Day School for emotionally disturbed children.

The author was awarded the Schmitt Fellowship for doctoral dissertation studies for the year 1974-1975.

ACKNOWLEDGEMENTS

The author wishes to thank Dr. Manuel Silverman for his continued support and direction throughout this project. His guidance made this dissertation project a growing experience both in a personal and professional sense.

Thanks also are due members of the dissertation committee for their suggestions and support: Drs. John Wellington, Gloria Lewis and Michael O'Brien.

The author is grateful to Adam Miller for his assistance with the statistics, and to consultants at the Loyola Computer Center, Lake Shore Campus, for help in running the computer program.

Thanks to my husband Frank for his support, and to the many doctoral students who showed interest in this project.

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION.....	1
Type of Program Utilized.....	1
Supervisor Variables.....	5
Trainee Variables.....	6
Purpose of the Study.....	9
Hypotheses.....	9
Definition of Terms.....	10
Assumptions.....	13
Limitations of the Study.....	13
Organization of the Study.....	14
II. REVIEW OF THE LITERATURE.....	16
Introduction.....	16
Type of Program Utilized.....	17
Supervisor Variables.....	43
Trainee Variables.....	49
Summary.....	63
III. METHOD.....	64
Subjects.....	65
Personnel.....	69
The Treatment.....	77
The Procedure.....	79
IV. RESULTS.....	90
Initial Group Differences.....	90
Comparison of Counselor Trainee Averaged Ratings and Overall Estimate Ratings.....	91
Inter-Judge Correlations.....	92
Individual Supervisor Effects.....	94
Difference Between Pre-Test and Post-Test Rated Level of Functioning for the Total Group.....	95
Difference Between Pre-Test and Post-Test Rated Level of Functioning for Co- counseling Trainees.....	95
Difference Between Pre-Test and Post-Test Rated Level of Functioning for Delayed Feedback Trainees.....	96

<u>Chapter</u>	<u>Page</u>
Difference Between Pre-Test and Post-Test Rated Level of Functioning for Initially High Functioning Trainees.....	97
Difference Between Pre-Test and Post-Test Rated Level of Functioning for Initially Low Functioning Trainees.....	98
Interaction Effect of Supervision Method and Counselor Trainee Initial Level of Func- tioning.....	99
Results of Subjective Questionnaires.....	100
Summary.....	105
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	108
Summary.....	108
Conclusions.....	116
Recommendations.....	119
BIBLIOGRAPHY.....	122
APPENDIX A: CARKHUFF'S SIXTEEN CLIENT STIMULUS EXPRESSIONS.....	133
APPENDIX B: JUDGES' RATING FORM.....	144
APPENDIX C: CARKHUFF SCALE FOR GROSS RATINGS OF INTERPERSONAL FUNCTIONING.....	146
APPENDIX D: SUBJECTIVE QUESTIONNAIRES.....	148
APPENDIX E: SUMMARY TABLE OF JUDGES' RATINGS ON PRE-TEST.....	155
SUMMARY TABLE OF T-TESTS ON PRE-TEST, POST-TEST SCORES.....	157

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Frequency Distribution of Counselor Trainees by Age.....	65
2. Frequency Distribution of Counselor Trainees by Marital Status.....	66
3. Frequency Distribution of Counselor Trainees by Ethnic Background.....	67
4. Frequency Distribution of Counselor Trainees by Educational Background.....	68
5. Frequency Distribution of Counselor Trainees by Student Status.....	68
6. Correlation Between Counselor Trainees' Averaged Response Ratings and Overall Estimate Ratings....	92
7. Correlations Between Judges' Ratings.....	93
8. Difference in Counselor Trainee Change Scores Based on Supervisor Group.....	94
9. T-Test Comparison of Pre-Test and Post-Test Ratings of Counselor Trainee Level of Functioning.....	95
10. T-Test Comparison of Pre-Test and Post-Test Ratings of Co-Counseling Trainees' Level of Functioning..	96
11. T-Test Comparison of Pre-Test and Post-Test Ratings of Delayed Feedback Trainees' Level of Function- ing.....	97
12. T-Test Comparison of Pre-Test and Post-Test Level of Functioning for Initially High Functioning Counselor Trainees.....	98
13. T-Test Comparison of Pre-Test and Post-Test Level of Functioning for Initially Low Functioning Counselor Trainees.....	99
14. Interaction and Main Effects of Type Supervision Method Employed and Counselor Trainee Level of Functioning.....	100
15. Summary Table of Judges' Ratings on the Pre- Test.....	155
16. Summary Table of T-Tests on Pre-Test, Post-Test Scores.....	157

CHAPTER I

INTRODUCTION

Increasingly extensive research into effects of the supervisory process on counselor trainee learning has suggested three variables affect learning: (1) the type of program utilized (2) the supervisor and (3) the trainee.¹ Further, it is suggested these variables may interact in their effects on counselor trainee learning.

Past research in supervision has focused on all of these areas.

Type of Program Utilized

A large proportion of recent research has explored effects of the type program utilized on counselor trainee learning. Appearance of innovative methods such as microcounseling and Interpersonal Process Recall elicited criticism as dehumanizing the supervision process, particularly if used in isolation.^{2, 3}

¹Carkhuff, Robert. "Critical Variables in Effective Counselor Training." Journal of Counseling Psychology, 1969, 16: 238 - 245.

²Carkhuff, Robert. "New Directions in Training for the Helping Professions: Toward a Technology for Human and Community Resource Development." Counseling Psychology, 1972, 3 (3): 12 - 30.

³Lister, James. "Counselor Experiencing: Its Implications for Supervision." Counselor Education and Supervision, 1966, 5: 55 - 60.

A controversy ensued over the relative merits of didactic versus relationship orientations to counselor education and supervision. Results of empirical studies have shown merits in both systems.⁴⁻⁶

More recently research has focused on integration of didactic and relationship elements into a systematic, accountable program.^{7, 8} This research suggests the effective supervisor is one who is flexible; who uses a wide variety of response modes. Further, the importance of the supervisor's belief in his methods and his role as model^{9, 10} have been emphasized.

⁴Lewis, Gloria. "Approaches to Counseling Practicum: A Comparison of the Introspective-Experiential and the Didactic-Behavioristic Paradigms." Unpublished Doctoral Dissertation, Northwestern University, 1969.

⁵Payne, Paul and Dennis Gralinski. "Effects of Supervisor Style and Empathy on Counselor Perceptions in Simulated Counseling." Personnel and Guidance Journal, 1969, 48: 557 - 563.

⁶Silverman, Manuel S. "Perceptions of Counseling Following Differential Practicum Experiences." Journal of Counseling Psychology, 1972, 19: 11 - 15.

⁷Horan, John. "Behavioral Goals in Systematic Counselor Education." Counselor Education and Supervision, 1972, 11: 162 - 170.

⁸Blocher, Donald H. and Patricia Wolleat. "Some Reactions to Zifferblatt and a Report of a Practical Attempt at the Development and Evaluation of a Counselor Education Model." Counseling Psychologist, 1972, 3 (4, pt. 2): 35 - 55.

⁹Carkhuff, Robert. "New Directions in Training for the Helping Professions: Toward a Technology for Human and Community Resource Development." Counseling Psychology, 1972, 3 (3): 12 - 30.

¹⁰Gazda, George. "Response: Reactions to the Models of Zifferblatt, Blocher and Wolleat and Carkhuff." Counseling Psychologist, 1973, 4: 116 - 118.

Various ways to implement integrated programs have been suggested. One such attempt at integrating didactic and relationship elements in supervision is co-counseling supervision. Co-counseling is an approach to supervision maximizing the use of supervisor as model, and attempting to utilize the positive effects of the supervisory relationship.

Co-counseling is a form of supervision which places the supervisor in the room with the beginning counselor, with chairs placed in a triangle. The beginning counselor remains in charge of the session. The supervisor intercedes from time to time with a more accurate response when he perceives that the trainee has missed a communication from the client or is pursuing a tangential point. The supervisor also provides positive reinforcement when the counselor is accurately tuned in and responding to the client. The supervisor actually models effective communication for the trainee, as well as serving as a reinforcer for positive behavior. The supervisor's presence carries the implicit message that he is a helper, not an evaluator. The supervisor models accepting behavior and effective communication in the presence of the trainee.

Co-counseling has been described and endorsed enthusiastically by some counselor educators, but has been subjected to little empirical verification. The concept of co-counseling was first described in the 1950's by Dreikurs,¹¹

¹¹Dreikurs, Rudolf. "Techniques and Dynamics of Multiple Psychotherapy." Psychiatric Quarterly, 1950, 24: 788 - 799.

Lott,¹² Haigh and Kell,¹³ and later by Dreikurs and Sonstegard¹⁴ and Hoenigmann.¹⁵ These articles are descriptive in nature. Advantages of this method of supervision were cited as increasing effectiveness of treatment itself, saving supervisor time, providing the supervisor with direct information about the trainee functioning and reducing threat in the supervisory relationship.

An empirical article utilizing the co-counseling concept appeared in 1968,¹⁶ however two trainees sat in on a session, rather than supervisor and trainee.

Theilen¹⁷ studied effects of a co-counseling supervision analogue on counselor trainee learning of empathy and self concept. Results showed the co-counseling group did not differ on

¹²Lott, George. "Multiple Psychotherapy: The Efficient Use of Psychiatric Treatment and Training Time." Psychiatric Quarterly Supplement, 1957, 31: 276 - 293.

¹³Haigh, Gerard and Bill Kell. "Multiple Therapy as a Method for Training and Research in Psychotherapy." Journal of Abnormal Social Psychology, 1950, 45: 659 - 666.

¹⁴Dreikurs, Rudolf and Manfred Sonstegard. "A Specific Approach to Practicum Supervision." Counselor Education and Supervision, 1966, 6: 18 - 25.

¹⁵Hoenigmann, Bert. "The Two-Headed Counselor." Personnel and Guidance Journal, 1969, 48: 144 - 146.

¹⁶Mallars, Patricia. "Differences in Team and Standard Approaches to Counselor Education." Personnel and Guidance Journal, 1968, 46: 981 - 983.

¹⁷Thielen, Bernard. "Immediate Effects of an Abbreviated Co-Counseling Supervision Approach in Teaching Empathic Skills to Counselors-in-Training." Ann Arbor: University Microfilms, 1970.

post-test ratings from a didactically trained group. However, counselor trainees in co-counseling supervision increased significantly in positive self-perceptions, while the didactic group did not.

A later study by Silverman and Quinn¹⁸ attempted to compare the effects of co-counseling supervision versus delayed feedback supervision within an experimental design. For that sample of twenty-four, the counselor trainees who received co-counseling supervision appeared to grow more in counseling effectiveness.

One purpose of this research is to further study co-counseling as a possible effective alternate means of supervision to traditional modes. This research relates to previous descriptive and empirical literature in suggesting that co-counseling may be one method of increasing supervisory effectiveness.

Supervisor Variables

Supervisor supportiveness¹⁹ and levels of functioning^{20, 21}

¹⁸Silverman, Manuel S. and Philip Quinn. "Co-counseling Supervision in Practicum." Counselor Education and Supervision, 1974, 13: 256 - 260.

¹⁹Davidson, Terrence and Edmund Emmer. "Immediate Effect of Supportive and Nonsupportive Supervisor Behavior on the Counselor Candidate's Focus of Concern." Counselor Education and Supervision, 1966, 6: 27 - 30.

²⁰Hansen, James and Edwin Barker. "Experiencing and the Supervisory Relationship." Journal of Counseling Psychology, 1964, 11: 109 - 111.

²¹Anthony, William A. and Robert Carkhuff. "Effects of Training on Rehabilitation Counselor Functioning." Rehabilitation Counseling Bulletin, 1970, 13: 333 - 342.

have been studied as they affect counselor trainee learning. Together, these studies suggest supervisor supportiveness and level of functioning may differentially affect the learning process. High functioning supervisors may be linked to greater counselor trainee learning, whereas low functioning supervisors may be linked to lesser counselor trainee learning.

Trainee Variables

Limited studies on counselor trainee effects on his own learning in the supervisory process^{22, 23} suggest varying levels of trainee functioning may draw different benefits from similar levels and types of supervision. Specifically the studies suggest counselor trainee level of functioning as defined by Carkhuff may be linked to higher or lower levels of learning. The low functioning trainee may not learn as readily in the supervisory process as the high functioning trainee. Studies linking level of functioning with relevant personality characteristics^{24, 25}

²²Leitner, Lewis. "Role Modeling as an Assessment of Counselor Interpersonal Skills." Journal of Clinical Psychology, 1973, 29: 110 - 111.

²³Carkhuff, Robert, Tom Collingwood and Lauri Renz. "The Effects of Didactic Training Upon Trainee Level of Discrimination and Communication." Journal of Clinical Psychology, 1969, 15: 460 - 461.

²⁴Anthony, William A. "The Relationship Between Human Relations Skills and an Index of Psychological Adjustment." Journal of Counseling Psychology, 1973, 20: 489 - 490.

²⁵Martin, James C. and Robert Carkhuff. "Changes in Personality and Interpersonal Functioning of Counselors-in-Training." Journal of Clinical Psychology, 1968, 14: 109 - 110.

lend theoretical backup to the assumption that level of trainee functioning is relevant to his learning in the supervisory process.

The assumption that trainee level of functioning is an influencing factor on learning in the supervisory relationship is derived from the following reasoning:

1. Effective interpersonal functioning is the basis of effective counseling, and the trainee's initial level of functioning is a predictor of later counseling performance. The assumption states that the trainee who is already comfortable in the interpersonal process will learn more readily in the supervisory process than a low functioner. Although the initially low functioning trainee is expected to learn, he will learn at a slower rate, and within a limited time period will demonstrate a lower absolute functioning level than will initially high functioning trainees.²⁶

2. Truly effective interpersonal functioning is considered a result of past and present levels of self-awareness and self-exploration. The interpersonal behaviors are based in open intra-personal communication. Truax and Carkhuff state: "Assuming an analogy between the personality changes seen in therapy and the goal of behavior change in therapy training, it would follow that those trainees who are able to explore themselves are those who would show greatest positive

²⁶Carkhuff, Robert. "Helper Communication as a Function of Helpee Affect and Content." Journal of Counseling Psychology, 1969, 16: 126 - 131.

change in therapeutic skills."²⁷

Such reasoning, combined with the empirical research on effects of trainee functioning on supervision suggests possible influences based on trainee level of functioning. Given these bases, it is possible that the high functioning trainee will appear more comfortable in the interpersonal process of supervision and will more readily learn from delayed feedback supervision. Such trainees may be expected to build up fewer defenses prior to supervision, which would enhance learning. Low functioning trainees might be expected to learn more readily in co-counseling supervision, where a close "non-teacher" type of relationship with the supervisor is expected to develop.

Therefore the present study seeks to go beyond previous efforts studying co-counseling supervision by examining the interaction with level of trainee functioning. If Carkhuff's²⁸ findings are true, one can expect an interaction effect between supervision method employed and level of trainee functioning. Therefore the method of supervision may show differential effectiveness when combined with different types of trainees (high versus low functioning). Since the assumption of interaction effects is based on limited research evidence, this is one of the questions under study in the present research.

²⁷Truax, Charles and Robert Carkhuff. Toward Effectiveness in Counseling and Psychotherapy. (Chicago: Aldine Press, 1969).

²⁸Carkhuff, Robert. "Toward a Comprehensive Model of Facilitative Processes." Journal of Counseling Psychology, 1967, 14: 67 - 72.

Purpose of the Study

One purpose of this research is the continued investigation of the relation of co-counseling supervision in comparison to delayed feedback supervision.

Two attempts have been made to study the effects of co-counseling supervision on the learning of the trainee.^{29, 30} However, they have not examined the possible effects of level of trainee functioning. Therefore a second purpose of this research is to examine the interaction of level of trainee functioning in relation to differential methods of supervision.

Further knowledge of the relative efficiency of co-counseling supervision, especially as it relates to level of trainee functioning, has broad implications for increased efficiency in effective supervision. In addition to general advantages of saving supervisor time, heightening trainee functioning and reducing anxiety and threat in the supervisory relationship, additional implications might be gleaned relative to possible matching of trainees to more effective supervisory paradigms.

Hypotheses

The main effects of type of supervision and initial level of trainee functioning, as well as interaction effects of these two factors, were tested under the following null hypotheses.

1. There will be no significant differences between pre-

²⁹Silverman and Quinn.

³⁰Thielen.

test and post-test rated levels of functioning for the total group.

2. There will be no significant differences between rated pre-test and post-test levels of functioning for counselor trainees undergoing delayed feedback supervision.
3. There will be no significant difference between rated pre-test and post-test levels of functioning for counselor trainees undergoing co-counseling supervision.
4. There will be no significant differences between rated pre-test and post-test levels of functioning for initially high functioning counselor trainees.
5. There will be no significant differences between rated pre-test and post-test levels of functioning for initially low functioning counselor trainees.
6. There will be no significant interaction effects between Factor A, counselor trainee initial level of functioning and Factor B, type of supervision method employed.

Definition of Terms

Counselor Trainees

Counselor trainees in this study are students taking didactic master's level courses at Loyola University of Chicago in the summer session 1974. The counselor trainees are the subjects in this study. The terms "counselor trainees" and "subjects" will be used interchangeably throughout this report.

Supervisors

Supervisors participating in this study are four experienced counselors and doctoral degree candidates at Loyola University.

High Functioning Counselor Trainees

High functioning in this study refers to the counselor trainee's initial level of functioning as rated by an independent judge using Carkhuff's Scale for Gross Ratings of Interpersonal Functioning.³¹ Counselor trainees falling above the median for the sample were designated high functioning trainees ($\bar{X} = 2.18$).

Low Functioning Counselor Trainees

Initially low functioning counselor trainees were those trainees who were judged below the median for the sample on initial level of functioning ($\bar{X} = 1.27$).

Co-counseling Supervision

Co-counseling supervision is defined as follows. This form of supervision places the supervisor in the room with the beginning counselor, with chairs placed in a triangle. The beginning counselor remains in charge of the session. The supervisor intercedes from time to time with a more accurate response when he perceives the trainee has missed a communica-

³¹Carkhuff, Robert. Helping and Human Relations. Vol. I. (New York: Holt, Rinehart and Winston, 1969).

tion from the client or is pursuing a tangential point. The supervisor also provides positive reinforcement when the counselor trainee is accurately tuned in and responding to the client. The supervisor models effective communication for the trainee as well as serving as a reinforcer for positive behavior. For this study, the supervisory/counseling session lasts twenty minutes, followed by a ten minute feedback session. In the feedback session, observations are made about the interview, and the counselor trainee asks questions if he wishes.

Delayed Feedback Supervision

Individuals undergoing delayed feedback supervision have twenty minute taped interviews with a client. The counselor trainee then has one hour to review his tape. Portions of the tape are then played and commented on in a thirty minute supervisory session. The student has the chance to ask questions about his interview and inquire about alternate ways of handling the interview or explain why he reacted in such a manner in the interview. The supervisor would focus comments on positive reinforcement where due, or point out where he perceives the trainee has missed an important client communication, or was pursuing a tangential point.

Clients

Clients, as defined in this study, are coached clients who are high school and college students and housewives. Clients discussed problems of their own or problems they knew about.

Assumptions

1. Supervision of counseling sessions conducted by the counselor trainee is a viable way to promote counseling effectiveness.
2. Trainees entering the program will evidence different levels of functioning, as measured by Carkhuff's Scale for Gross Ratings of Interpersonal Functioning.
3. Different levels of trainee functioning will affect supervision differentially.
4. The type supervision employed will differentially affect change in counselor trainee effectiveness.

Limitations of the Study

1. Single rather than double judge's ratings were used to differentiate initially high versus low functioning counselor trainees. It is possible that using two judges' ratings would produce some differences in initial group division of high versus low functioning counselor trainees.
2. The small number of sessions, and time limitations for those sessions were necessary limits for this study. Further study of the supervisory methods through an extended time period might elicit greater understanding of the processes involved.
3. Use of coached clients may have been a further limitation. It was felt use of coached clients provided greater control of the client variable so that attention could be focused on the trainee and supervisory method variables.

4. The small number of subjects available for the study was a limitation. Further research utilizing a larger sample might show results which are more independent of individual subject influence.

5. A possible limitation was not including training exercises prior to the supervisory sessions. Further study of the supervisory processes might show the beginning trainee reacting differently in this learning situation after a basic skills training program.

6. The lack of spread in level of functioning on the pre-test may have been a limitation. Although high versus low functioning counselor trainee groups could be distinguished, the high group did not attain a minimally facilitative level of 3.0 on the Carkhuff scale. The analysis was therefore involved with two relatively low functioning groups rather than one high and one low functioning group.

Organization of the Study

Chapter One has provided an introduction to the study, including background, purpose, hypotheses, definition of terms and limitations.

Chapter Two will review research trends in counselor education, particularly in relation to supervision processes.

Chapter Three will provide a detailed outline of the design of the study, and will further describe the personnel involved.

Chapter Four is a report of the statistical analysis of

data, and a discussion of those results.

Chapter Five contains a summary of this report, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The organization of this chapter is based on Carkhuff's "critical variables in counselor training:" (1) supervisor variables (2) trainee variables and (3) type of program utilized.¹ Each of these three research areas will be examined. In addition, related studies on interaction effects of these variables will be reported.

Several problems arise in connection with a survey on research literature in supervision:

1. Articles on counselor education, particularly as related to the supervisory process, are relatively few. The area most extensively covered appears to be training methods (micro-counseling, integrated, experiential, introspective) derived from particular supervisor orientations (didactic/teacher oriented, personal development oriented). Research in these areas often describes the approach used and the counselor trainee behavioral outcome, but do not mention effects of the supervisory relationship involved in the training (supervisor qualities or trainee qualities).

¹Carkhuff, Robert. "Critical Variables in Effective Counselor Training." Journal of Counseling Psychology, 1969, 16: 238 - 245.

2. Reports of research are necessarily limited in journal space, and often important details of the study are not mentioned. Studies often cannot be assessed for adequate controls, statistical analysis or methodology and results.

In this report, research results have been considered valid within the above described limitations.

This review will first discuss program orientations, including empirical studies testing their relative effectiveness. Later, effects of the supervisor and trainee characteristics will be explored.

Type of Program Utilized

A report on research in counselor education and supervision five years ago might have pointed to a controversy over teaching methods, a controversy partially borne out of the newness of application of specific learning techniques (microcounseling, IPR) to teaching of counselor skills. Some believed such application eliminated the human element in counseling. The learning theory approaches were able to show tangible results because they could more easily specify behavioral outcomes. Their methods thereby became accountable.

The emergence of positive results from the learning theorists evoked a reaction from the humanists, and relative efficiency of the two methods became the focus of a controversy.

Remnants of the learning theory-humanist approach controversy remain today in the emphasis educators place on their methods. However, research energies at the present seem to be

swinging away from defense of particular methods toward an increasing attempt to define and systematically explore the different methods.

The above process can be discussed under the following categories: (1) exploration of alternate supervision models (2) emergence of systematic approaches and (3) an attempt at integration and systematization. These phases do not represent distinct time frames, at least as represented by publishing dates, however they do seem to represent evolving trends of thought.

Exploration of Alternate Supervision Models

The controversy between relationship oriented and didactic oriented supervision seems based in a defense of philosophical orientations underlying supervisory methods.

Relationship oriented supervisors emphasize the person of the counselor trainee, believing that growth in personal awareness will translate most effectively into counseling effectiveness.

Didactic oriented supervisors believe specific counselor skills can be taught systematically, demystifying the counseling process.² Such methods held the hope that the secret workings of the complex counseling process would be revealed.

Carkhuff, in a 1972 article, states that skills approaches

²Ivey, Allen. "Counseling: The Innocent Profession, or Fiddling While Rome Burns." Counseling Psychologist, 1973, 4: 111 - 115.

"run the danger of becoming superficial gimmicks if their promulgators have not developed the necessary basic responses in their helping repertoires that lead systematically to more effective helping behavior."³

Lister agrees the cognitive dimension of supervision "can, if made the exclusive focus, provide an intellectual buffer that prevents the candidate from developing lines of communication within himself."⁴ The important supervisor role, believes Lister, is to promote "experiencing" of the counselor trainee's inner feelings, which then can be used as a tool in counseling. Altucher saw the primary supervisory responsibility as helping the trainee stay open to his experience. Telling the trainee what to say or do could interfere with use of his own abilities.⁵ Wolstein appears to agree. The supervisor should encourage the therapist's experiencing of the client's problems.⁶

Arbuckle, however, deplored the insistence on supervision

³Carkhuff, Robert. "New Directions in Training for the Helping Professions: Toward a Technology for Human and Community Resource Development." Counseling Psychology, 1972, 3 (3): 17.

⁴Lister, James. "Counselor Experiencing: Its Implications for Supervision." Counselor Education and Supervision, 1966, 5: 59.

⁵Altucher, Nathan. "Constructive Use of the Supervisory Relationship." Journal of Counseling Psychology, 1967, 14: 165 - 170.

⁶Wolstein, Benjamin. "Supervision as Experience." Contemporary Psychoanalysis, 1972, 8: 165 - 172.

as a counseling process.^{7, 8} Although the supervisor must be empathic in both situations, he is nevertheless engaged in a learning situation where evaluation takes place. Such evaluation introduces threat and does away with the possibility of a counseling type relationship.⁹ The supervisor's most urgent role is to promote skills and the counselor's ability to make effective responses.¹⁰

Mazer believed the counselor trainee wants and expects specific suggestions, especially in beginning phases of training. Moreover, he believed didactic experiences had been proven more efficient.¹¹

Haigh suggests the issue is somewhat more complex, with the supervisor pulled in two directions. Reacting to the trainee's "anxious urge to imitate," the supervisor is drawn to teach --to tell what to do. However, for the "maximal growth in the student's authenticity" the supervisor should encourage the stu-

⁷ Arbuckle, Dugald. "The Learning of Counseling: Process Not Product." Journal of Counseling Psychology, 1963, 10: 163 - 168.

⁸ Arbuckle, Dugald. "Supervision: Learning, Not Counseling." Journal of Counseling Psychology, 1965, 12: 90 - 94.

⁹ Johnston, Joseph and Norman Gysbers. "Essential Characteristics of a Supervisory Relationship in Counseling Practicum." Counselor Education and Supervision, 1967, 6: 335 - 340.

¹⁰ Cottle, William C. Beginning Counseling Practicum. (New York: Grune and Stratton, 1973), pp. 1 - 49.

¹¹ Mazer, Gilbert. "Practicum Supervisors: Good Guys and Bad Guys." Counselor Education and Supervision, 1968, 7: 147 - 149.

dent to experience making choices regarding alternatives for his counseling sessions.¹²

Didactic and relationship oriented supervision is part of and paralleled by personal growth versus didactic orientations in counselor education as a whole. A university department strongly believing in personal awareness as the key to interpersonal effectiveness will emphasize personal growth experiences throughout the program, with the relationship or counseling type of supervision culminating these experiences. Didactically oriented departments will likely de-emphasize personal growth experiences, concentrating on more cognitive aspects and culminating training with teacher type supervision.

Empirical studies.--Birk, in a time limited study, compared didactic versus experiential (relationship) supervision for forty graduate trainees. Analysis of videotape pre-test to post-test ratings showed didactic supervision was more effective. Supervisors were most effective working in the style they preferred.¹³

In another time limited study, Payne, Winter and Bell found techniques oriented supervision significantly related to undergraduates' (N = 108) change in empathy ratings, whereas

¹²Haigh, Gerard. "Alternative Strategies in Psychotherapy Supervision." Psychotherapy: Theory, Research and Practice, 1965, 2: 42 - 43.

¹³Birk, Janice. "Effects of Counseling Supervision Method and Preference on Empathic Understanding." Journal of Counseling Psychology, 1972, 19: 542 - 546.

counseling oriented supervision was not.¹⁴

Payne, Weiss and Kapp compared empathy ratings of ninety-six male undergraduates after they had been exposed to one of four treatments: (1) modeling-didactic (2) no modeling-didactic (3) modeling-experiential or (4) no modeling-experiential. Experiential training was defined as the supervisor focusing on counselor experiences and feelings rather than on specific responses. For this time limited study, growth in empathy occurred for the didactic groups and not the experiential.¹⁵

DiCarlo found an emphasis on didactic issues promoted counselor trainee interest in cognitive issues. Supervisor attention to experiential exploration, on the other hand, promoted counselor trainee attention to both cognitive and experiential exploration.¹⁶

Bordin compared the efficiency of a seven hour training program in systematic empathy training versus a group counseling experience on communication of empathic understanding. Thirty undergraduates were divided into training, group counseling or control groups. The systematic training group included

¹⁴Payne, Paul, Donna Winter and Glenn Bell. "Effects of Supervisor Style on the Learning of Empathy in a Supervision Analogue." Counselor Education and Supervision, 1972, 11: 262 - 268.

¹⁵Payne, Paul, Stephen Weiss and Richard Kapp. "Didactic, Experiential and Modeling Factors in the Learning of Empathy." Journal of Counseling Psychology, 1972, 19: 425 - 429.

¹⁶DiCarlo, Salvatore. "Supervisor Style, Counselor Expectations for Supervision and Counselor Exploration in Supervision." Dissertation Abstracts International, 1972, 32 (6 - A): 3023.

lectures, discussion, models and practice. Independent judges' ratings of pre-test and post-test responses to a simulated counseling film showed the training group grew significantly in communication of empathy, whereas the group counseling and control groups did not.¹⁷

Lewis studied two learning approaches for twenty-eight counselor trainees: (1) introspective-experiential and (2) didactic-behavioristic. Seven pre-test attitudinal measures were given, which affirmed equivalency of the groups prior to treatment. Post-test measures indicated the two training groups had changed in a similar manner in attitudes; however, the introspective group had greater understanding of the counseling relationship.¹⁸

Heck, in a study with many design weaknesses, compared cognitively trained versus affectively trained practicum students (N = 16). He found no differences between post-test scores for the group on the counseling effectiveness measure.¹⁹

Martin compared experiences of twenty-eight counselor trainees undergoing regular practicum experiences and the other

¹⁷Bordin, John. "The Efficacy of Short-Term Group Empathy Training Upon the Communication of Empathic Understanding of Nonprofessionals." Dissertation Abstracts International, 1971, 31 (9 - A): 4450.

¹⁸Lewis, Gloria. "Approaches to Counseling Practicum: A Comparison of the Introspective-Experiential and the Didactic-Behavioristic Paradigms." Unpublished Doctoral Dissertation, Northwestern University, 1969.

¹⁹Heck, Melvin. "A Comparative Study of Group and Individual Approaches to the Cognitive and Affective Dimensions of the Counseling Practicum." Dissertation Abstracts International, 1971, 31 (7 - A): 3267.

additional group experiences. Judged tape ratings showed little differences according to the outcome scale, except that the didactic group tended to place more emphasis on superficial, versus involved, relationships.²⁰

Whyte found addition of a personal growth experience to regular practicum had a significant effect on counselor trainee (N = 40) growth in empathy and warmth, but not congruence.²¹

Elliot found inclusion of a twenty hour marathon experience in the practicum related to significantly increased communication levels, but not discrimination levels. The control group participated in regular practicum activities and increased significantly in discrimination, but not communication.²²

These results contrast Sherwin's, who also included a growth experience as an addition to the practicum. He found no difference between groups in final judged ratings.²³

²⁰Martin, Carol. "Video Tape Analysis of Three Variations in Supervised Counseling Practicum Experience." Dissertation Abstracts International, 1967, 27 (11 - A): 3696.

²¹Whyte, Edward. "The Effect of Counseling on the Counselor Himself: A Study of the Development of the Conditions of Empathy, Warmth and Congruence." Dissertation Abstracts International, 1972, 32 (10 - A): 5558.

²²Elliot, Glenda. "The Effects of the T-Group Method Upon the Communication and Discrimination Skills of Counselor Trainees." Dissertation Abstracts International, 1972, 32 (9 - A): 4944.

²³Sherwin, Richard Jack. "Three Variations in Supervised Practicum Compared Among Groups in Relation to Categorized Counselor Responses, Ratings of Overall Effectiveness, and Counselee Interview Ratings." Dissertation Abstracts International, 1967, 27 (10 - A): 3292 - 3293.

Matthews found no difference in counselor trainee empathy and concreteness after they had participated in either experiential or didactic supervision.²⁴

Lister suggested that effectiveness of the two methods may be partially determined by counselor trainee expectations. If supervisees expect teaching direction and demonstration they may be frustrated by the relationship approach.²⁵

Delaney and Moore found 123 prepracticum trainees expected supervisors to assume traditional teacher type roles (didactic-instructive).²⁶ Jones had eighteen trainees listen to taped supervisory sessions utilizing the two approaches: didactic, then experiential. Results showed counselor trainees preferred the experiential method, as demonstrated on the tapes.²⁷

Although trainees may prefer one orientation or another,

²⁴Matthews, David. "The Relationship of Two Methods of Supervision and Levels of Dogmatism to Counselor Effectiveness." Dissertation Abstracts International, 1974, 35 (5 - A): 2690.

²⁵Lister, pp. 55 - 60.

²⁶Delaney, Daniel and James Moore. "Student Expectations of the Role of Practicum Supervisor." Counselor Education and Supervision, 1966, 6: 11 - 17.

²⁷Jones, Joanna. "Preferences of Counselor Trainees for Method of Supervision." Dissertation Abstracts International, 1969, 30 (4 - A): 1433 - 1434.

this preference seems not to affect learning^{28, 29} or counselor trainee perceptions of the supervisor.³⁰

Miller and Oetting found students had a favorable impression of the supervisor if he had a nonthreatening personality, accepting attitude, gave concrete suggestions and feedback and allowed free response by the student. This description seems to indicate trainees prefer elements of both types of supervision.³¹

Two studies have assessed effects of type of counselor supervision on the outcome variables, client perceptions and job performance. Silverman studied client perceptions of differently trained counselor trainees (N = 20) in the initial counseling session. Clients generally perceived few differences in an initial interview under the two type counselor trainees. Results suggested however, slight superiority of the experiential-introspective method over the didactic-behavioristic method. Other results indicate that experientially trained counselors

²⁸Birk, Janice. "Effects of Counseling Supervision Method and Preference on Empathic Understanding." Journal of Counseling Psychology, 1972, 19: 542 - 546.

²⁹DiCarlo, Salvatore. "Supervisor Style, Counselor Expectations for Supervision and Counselor Exploration in Supervision." Dissertation Abstracts International, 1972, 32 (6 - A): 3023.

³⁰Payne, Paul and Dennis Gralinski. "Effects of Supervisor Style and Empathy on Counselor Perceptions in Simulated Counseling." Personnel and Guidance Journal, 1969, 48: 557 - 563.

³¹Miller, Dean and E. R. Oetting. "Students React to Supervision." Counselor Education and Supervision, 1966, 6: 73 - 74.

were viewed as significantly more understanding by their clients.^{32, 33}

Glenn assessed effects of job performance of counselors trained in a program emphasizing personal growth.³⁴ Of 163 school counselors surveyed, thirty-four counselors had had such training. The author reports: "results of this (personal growth) focus creates awareness in trainees of the counselor's role as catalyst in facilitating personal development and provided an important dimension of purpose in their work in schools."³⁵ However, Glenn also found individual basic attitudes toward others played an important part in the counselor emphasis on a personal development role in the school.

Finally, a survey of one hundred practicum supervisors reported in 1966 by Johnston and Gysbers suggested that the relationship approach predominated in use at that time.³⁶

³²Silverman, Manuel S. "Practicum Perceptions of Initial Interviews: Client-Counselor Divergence." Counselor Education and Supervision, 1973, 158 - 161.

³³Silverman, Manuel S. "Perceptions of Counseling Following Differential Practicum Experiences." Journal of Counseling Psychology, 1972, 19: 11 - 15.

³⁴Glenn, Kathryn. "Self-Understanding as an Aspect of Counselor Education and as a Factor in Job Performance." Dissertation Abstracts International, 1967, 28 (6 - A): 2135 - 2136.

³⁵Glenn, p. 2136.

³⁶Johnston, Joseph and Norman Gysbers. "Practicum Supervisory Relationships: A Majority Report." Counselor Education and Supervision, 1966, 6: 3 - 10.

These studies indicate elements in both approaches to supervision are effective. Studies by Congram,³⁷ Glenn,³⁸ Lewis³⁹ and Silverman⁴⁰ suggest effective elements of supervision may not lie in answering the didactic-relationship controversy but in other variables affecting the relationship. Perhaps, as in the counseling relationship, effective supervision lies in the supervisor's flexibility of response, his facilitative level⁴¹ and in his belief in the method he uses.

Emergence of Systematic Approaches

With recognition of positive elements in both didactic and relationship approaches to counselor education and supervision came a new trend in the literature. Researchers made initial attempts to systematize the learning process. Didactic methods were most strongly represented in this early period. A few representative articles are discussed in this section.

³⁷Congram, Carole Ann. "Supervisor Behavior in Counselor Education: The Relationship of Goal Orientation, Time and Supervisee Lead." Dissertation Abstracts International, 1970, 31 (2 - A): 606.

³⁸Glenn.

³⁹Lewis.

⁴⁰Silverman, 1972.

⁴¹Carkhuff, Robert, Daniel Kratochvil and Theodore Friel. "Effects of Professional Training: Communication and Discrimination of Facilitative Conditions." Journal of Counseling Psychology, 1968, 15: 68 - 74.

Belluci⁴² suggests learning principles which might be adapted to teaching counseling skills: (1) use of microcounseling (2) use of positive reinforcement techniques (3) use of counselor educator as model (4) specification of behavioral goals. Although inclusion of the third item certainly adds a human dimension to the learning orientation, representative studies appear to de-emphasize relationship aspects.

Perkins and Atkinson trained forty lay helpers for one hour in attending skills, and reflection of feeling and summarization of feeling. Results of five minute coached client sessions showed significantly more eye contact and reflection of feeling responses on the post-test as compared to the pre-test.⁴³

In three studies based on learning theory, desired counselor behavior increased as a result of verbal reinforcement,⁴⁴ video modeling and supervisor reinforcement⁴⁵ and reinforcement

⁴²Belluci, JoAnn Elizabeth. "Microcounseling and Imitation Learning: A Behavioral Approach to Counselor Education." Counselor Education and Supervision, 1972, 12: 88 - 97.

⁴³Perkins, Susan and Donald Atkinson. "Effect of Selected Techniques for Training Resident Assistants in Human Relation Skills." Journal of Counseling Psychology, 1973, 20: 81 - 90.

⁴⁴Clark, Mary. "The Effects of Supervisors' Verbal Reinforcements Upon Counselor Trainees' Verbal Behavior." Dissertation Abstracts International, 1970, 30 (9 - A): 3718.

⁴⁵Miller, Nancy. "The Effects of Video-Tape Procedures on Counselor Trainee's Responses." Dissertation Abstracts International, 1971, 32 (1 - A): 183 - 184.

and instruction.⁴⁶

Guttman and Haase trained twenty practicum students in a one hour microcounseling session in attending skills, reflection of feeling and summarization of feeling. Although the experimentals increased significantly over controls in these skills on post-testing, they reverted to pre-training levels in actual counseling sessions.⁴⁷

Haase, DiMattia and Guttman tested thirteen counselor trainees on attending behavior, reflection of feeling and expression of feeling one year after training and found they had reverted to pre-training levels.⁴⁸

In contrast to these studies, Butler and Hansen found that twenty trainees participating in a ten hour training program in facilitative processes, retained this learning after a four

⁴⁶Carlson, Keith. "Increasing Verbal Empathy as a Function of Feedback and Instruction." Counselor Education and Supervision, 1974, 13: 208 - 213.

⁴⁷Guttman, Julius and Richard Haase. "Generalization of Micro-counseling Skills from Training Period to Actual Counseling Setting." Counselor Education and Supervision, 1972, 12: 98 - 107.

⁴⁸Haase, Richard, Dominic DiMattia and Mary Guttman. "Training of Support Personnel in Three Human Relations Skills: A Systematic One Year Follow-Up." Counselor Education and Supervision, 1972, 11: 194 - 199.

week latency period.⁴⁹

DiMattia and Zimmer compared a programmed text versus audio visual methods for teaching discrimination of an emotional state, depression. For a sample of 114 subjects, the thirty minute training was more effective under programmed text than videotape methods for discriminating depressed states.⁵⁰

Heisemann, in a study fraught with difficulties, compared cognitive classroom methods with IPR training for caseworkers' learning of empathy and found no significant difference between treatments.⁵¹

These studies are representative of use of behavioral methods for teaching counseling skills. The results are often spectacular given the brevity of training. However, lack of follow-up past the experimental period leaves the question open as to trainee integration and retention of skills. The question of retention of skills is a particularly crucial one, since early attempts at systematization apparently focused on counselor trainee behavioral changes rather than personality changes. Later, other authors attempted systematization of

⁴⁹Butler, Edward R. and James Hansen. "Facilitative Training: Acquisition, Retention and Modes of Assessment." Journal of Counseling Psychology, 1973, 20: 60 - 65.

⁵⁰DiMattia, Dominic and Jules Zimmer. "Comparison of Training Devices for Teaching Emotional Discrimination." Counselor Education and Supervision, 1972, 12: 17 - 23.

⁵¹Heisemann, Mary. "The Effect of Experiential-Videotape Training Procedures Compared to Cognitive-Classroom Teaching Methods on the Interpersonal Communication Skills of Juvenile Court Caseworkers." Dissertation Abstracts International, 1972, 32 (9 - A): 4949.

their approaches, incorporating both didactic and relationship learning elements into an integrated program.

Attempts at Integration and Systematization

The integrated training program contains three essential elements: a therapeutic context established by the supervisor, a highly specific training program and a focused group therapy experience.⁵²

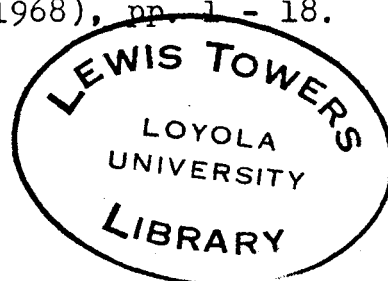
As early as 1968, Parker outlined four approaches to counselor education: (1) spontaneous-intuitive (2) cognitive-conceptual (3) hypothesis-testing-pragmatic and (4) new eclectism --careful integration of the above three.⁵³

About the didactic and experiential methods, Horan states that neither method is effective unless behavioral goals and therefore accountability is introduced. It is quite possible to put humanistic concerns into behavioral terminology.

Ivey attempts to show an integrated perspective by stating:

⁵²Truax, Charles. "An Approach to Counselor Education." Counselor Education and Supervision, 1970, 10: 4 - 15.

⁵³Parker, Clyde (Ed.) Counseling Theories and Counseling Education. (New York: Houghton-Mifflin, 1968), pp. 1 - 18.



Microcounseling training also involves important relationship skills on the part of the supervisor. It is possible for a routine to develop in which the teacher of skills loses personal involvement with the trainee. When this happens, the trainee may still learn the skills but appears to have trouble generalizing them to actual interview settings. Therefore a friendly, warm and genuine attitude on the part of the individual supervising a microcounseling session is essential. ⁵⁴

Blocher outlines a blending of behavioral objectives, with practicum becoming experience in interpersonal involvement:

Counselor Education

<u>Input Focus</u>	<u>Response Mode</u>	<u>Outcome</u>
experiential	immediate-intuitive	perceptual, sensitivity, consistency of communication
didactic	theoretical-cognitive	cognitive flexibility
practicum	empirical-pragmatic	interpersonal involvement
all three of above	all three response modes	all three outcomes

Blocher suggests the supervisor play all roles, particularly helping the trainee with integration, since practical experience occurs throughout the program, not just at the end. ⁵⁵

Carkhuff, speaking about helper-helpee relationships in general, emphasizes the accepting atmosphere for learning, the supervisor as model who serves thereby to motivate the trainee

⁵⁴Ivey, Allen. Microcounseling. (Springfield: Charles C. Thomas, 1971).

⁵⁵Blocher, Donald. "Counselor Education: Facilitating the Development of a Helping Person." Clyde E. Parker (Ed.) Counseling Theories and Counselor Education. (Boston: Houghton-Mifflin, 1968), pp. 133 - 144.

and provide specific alternative behaviors, and the need for systematization (behavioral outcomes and their measurement).⁵⁶

Carkhuff believes the supervisor is one who represents the total functioning being--as well as encouraging the trainee toward this goal. Carkhuff states: "I find myself more concerned with the psychological education of the model-builders than I do with the psychological substance of their models."⁵⁷ The helper should function at a high interpersonal level in order to effectively: (1) serve as model (2) provide an atmosphere within which learning can take place (3) have within his repertoire a variety of responses and alternatives to situations and problems of life and (4) be able to specify behavioral outcomes and methods whereby these are accomplished.

Delaney suggests a behavioral model for supervisors which incorporates many approaches to supervision, and evaluation of those approaches. His five step process: (1) supervisor orients trainee to supervisory processes and establishes the relationship (2) development of a facilitative relationship (3) goal identification and determination of supervisory strategies (instruction, modeling, reinforcement) (4) supervisory strategy and (5) termination and follow-up.⁵⁸

⁵⁶Carkhuff, 1972.

⁵⁷Carkhuff, 1972, p. 17.

⁵⁸Delaney, Daniel. "A Behavioral Model for the Practicum Supervision of Counselor Candidates." Counselor Education and Supervision, 1972, 12: 46 - 50.

Blocher, in a later article with Wolleat, again emphasized inclusion of both didactic and experiential modes, but adds the additional emphasis of setting behavioral goals and thereby establishing accountability for supervision effectiveness. The authors' proposed model includes intertwining of didactic, experiential and practical experiences. In a briefly reported study in this article, eleven counselor trainees under such a program increased significantly in cognitive flexibility and perceptual sensitivity but not on involvement with client (measured with Burk's Counselor Interview Rating Scale).⁵⁹

Gazda compared his training approach to Blocher and Wolleat's, stating it is quite similar in emphasizing didactic-experiential-practicum and modeling modes of learning.⁶⁰ Gazda states regarding mastery of technique versus personal development: "This topic is not either-or for me. Mastery of technique and personal development are intertwined."⁶¹ Gazda's and Blocher and Wolleat's program outlines show attention to the three elements of supervision, rationale for inclusion of each

⁵⁹Blocher, Donald H. and Patricia Wolleat. "Some Reactions to Zifferblatt and a Report of a Practical Attempt at the Development and Evaluation of a Counselor Education Model." Counseling Psychologist, 1972, 3 (4, pt. 2): 35 - 55.

⁶⁰Gazda, George. "Response: Reactions to the Models of Zifferblatt, Blocher and Wolleat and Carkhuff." Counseling Psychologist, 1973, 4: 116 - 118.

⁶¹Gazda, p. 117.

and evaluation procedures which define and measure effectiveness.⁶²

Empirical studies.--Martin and Carkhuff attempted to evaluate personal and professional outcomes of an integrated approach. Twenty-four counselor trainees were divided into experimental and control groups, with the former participating in systematic training as well as a "quasi-therapeutic" experience. Both groups were pre- and post-tested on the MMPI and three performance measures. Results showed no significant differences on pre-test measures, but significant differences favoring the experimental group on post-test measures.⁶³

Shapiro and Gust studied effects of an integrated approach incorporating didactic, experiential and personal growth activities on five personality outcome measures for counselor trainees (N = 61). Results showed the experimental group changed in the desired direction on all measures while controls did not.⁶⁴

⁶²Ruble, Ronald and Dean Gray. "Student-Centered Approaches to Practicum Supervision." Counselor Education and Supervision, 1968, 7: 143 - 144.

⁶³Martin, James C. and Robert Carkhuff. "Changes in Personality and Interpersonal Functioning of Counselors-in-Training." Journal of Clinical Psychology, 1968, 14: 109 - 110.

⁶⁴Shapiro, Jerrold and Tim Gust. "Counselor Training for Facilitative Human Relationships." Counselor Education and Supervision, 1974, 13: 198 - 205.

Hurst found no significant differences in client outcome measures for trainees (N = 20) trained under a pure didactic versus an integrated (skills training/personal growth) method. However, the counselor trainees trained in the integrated approach changed significantly in self and other acceptance, while the didactic group did not.⁶⁵ Dahmen also found an integrated approach superior to a traditional approach for twenty-four counselor trainees.⁶⁶

An interesting twist by Hart shows use of the behavioral approach to induce personal growth. In this study, sixty graduate students were divided into experimentals and controls, with the experimental group being reinforced for open-minded responses. Results showed the experimental group functioning significantly higher on performance measures on the post-test. No significant differences were found for the open-mindedness measure.⁶⁷

⁶⁵Hurst, James. "The Comparative Effectiveness of Two Experimental Counselor Training Procedures." Dissertation Abstracts International, 1967, 27 (8 - A): 2393 - 2394.

⁶⁶Dahmen, Lewis A. "A Cognitive-Affective Model for Fostering Congruence, Empathy and Positive Regard in Counselor Trainees." Dissertation Abstracts International, 1967, 28 (5 - A): 1676.

⁶⁷Hart, Gordon. "A Programmed Approach to Increased Counselor Open-Mindedness." Journal of Counseling Psychology, 1973, 20: 569 - 570.

Articles on integrated approaches to supervision show promise. However, more empirical studies are required.

Co-counseling Supervision

Co-counseling represents one effort to integrate both didactic and relationship elements in supervision. The following didactic and relationship elements are cited: (1) immediate feedback rather than delayed feedback (2) use of supervisor as model (3) facilitates development of a colleague type of relationship rather than a teacher-student relationship.

Several studies show positive effects of immediate reinforcement versus delay in learning of empathy skills^{68, 69} and ability to ask open-ended questions,⁷⁰ although mechanical devices rather than live reinforcers were used.

The supervisor as model becomes merged with relationship aspects of supervision in that the trainer serves as an example of the fully functioning person; at the same time the results of his way of being foster trust in the relationship. Some efforts

⁶⁸Reddy, W. Brendan. "Effects of Immediate and Delayed Feedback on the Learning of Empathy." Journal of Counseling Psychology, 1969, 16: 59 - 62.

⁶⁹Reddy, W. Brendan. "The Qualitative Aspects of Feedback in Learning Empathy." Counselor Education and Supervision, 1969, 8: 176 - 181.

⁷⁰Canada, Richard. "Immediate Reinforcement Versus Delayed Reinforcement in Teaching a Basic Interview Technique." Journal of Counseling Psychology, 1972, 20: 395 - 398.

have been made toward using simulated models,⁷¹⁻⁷⁶ a process which is more highly measurable but which for the most part ignores the relationship variable for supervisor and trainee.

Supervisors who work with the co-counseling method have not made these kinds of attempts to define the process and substantiate empirically their feelings that "it works." This lack no doubt results from the greater difficulty of researching the co-counseling method where the live model is introduced, and the complexity of a developing relationship must be analyzed.

⁷¹Rank, Richard, C. E. Thoresen and Richard Smith. "Encouraging Counselor Trainee Affective Group Behavior by Social Modeling." Counselor Education and Supervision, 1972, 11: 270 - 278.

⁷²Dalton, Raymond, Lloyd Sundblad and Kenneth Hylbert. "An Application of Principles of Social Learning to Training in Communication of Empathy." Journal of Counseling Psychology, 1973, 20: 378 - 383.

⁷³Sundblad, Lloyd. "The Relationship of Interpersonal Attraction, Experience and Supervisor's Level of Functioning in Dyadic Rehabilitation Counseling Supervision." Dissertation Abstracts International, 1971, 32 (3 - A): 1284.

⁷⁴Eisenberg, Sheldon and Daniel Delaney. "Using Video Simulation of Counseling for Training Counselors." Journal of Counseling Psychology, 1970, 17: 15 - 19.

⁷⁵Meshanic, Robert. "An Experimental Investigation Into the Training of Empathic Skills in Groups of Resident Assistants." Dissertation Abstracts International, 1972, 32 (9 - A): 4958.

⁷⁶Perry, Martha. "Didactic Instructions for and Modeling of Empathy." Dissertation Abstracts International, 1971, 32 (1 - B): 568.

Given the magnitude of this research task, it is understandable that such active users of the method as the Adlerians have not produced further articles regarding co-counseling since 1966 and counselor educators such as Gazda⁷⁷ only mention in passing their use of co-counseling methods. Therefore counselor educators have endorsed co-counseling since the early 1950's⁷⁸⁻⁸⁵ to the end of exciting interest in the method but providing no empirical evidence of its effectiveness.

⁷⁷Gazda.

⁷⁸Dreikurs, Rudolf. "Techniques and Dynamics of Multiple Psychotherapy." Psychiatric Quarterly, 1950, 24: 788 - 799.

⁷⁹Lott, George. "The Training of Non-Medical Cooperative Psychotherapists by Multiple Psychotherapy." American Journal of Psychotherapy, 1952, 6: 440 - 448.

⁸⁰Lott, George. "Multiple Psychotherapy: The Efficient Use of Psychiatric Treatment and Training Time." Psychiatric Quarterly Supplement, 1957, 31: 276 - 293.

⁸¹Haigh, Gerard and Bill Kell. "Multiple Therapy as a Method for Training and Research in Psychotherapy." Journal of Abnormal Social Psychology, 1950, 45: 659 - 666.

⁸²Dreikurs, Rudolf and Manford Sonstegard. "A Specific Approach to Practicum Supervision." Counselor Education and Supervision, 1966, 6: 18 - 25.

⁸³Rosenberg, Louis, Sam Rubin and Hilda Finzi. "Participant-Supervision in the Teaching of Psychotherapy." American Journal of Psychotherapy, 1968, 22: 280 - 295.

⁸⁴Van Atta, Ralph. "Co-Therapy as a Supervisory Process." Psychotherapy: Therapy, Research and Practice, 1969, 6: 137 - 139.

⁸⁵Hoenigmann, Bert. "The Two-Headed Counselor." Personnel and Guidance Journal, 1969, 48: 144 - 146.

Several recent empirical studies have appeared.

Mallars studied twenty-four counselor trainees working under co-counseling supervision versus standard interview approaches. However, for her study, co-counseling refers to teaming two counselor trainees for a session, rather than supervisor and trainee. She found "greater satisfaction" with co-counseling than the standard approach.⁸⁶

Thielen divided a group of practicum trainees into two experimental groups. Group one underwent two and one-half hours of supervision including: (1) a pre-session to discuss empathy and "how best to help the trainee" (2) co-counseling session (3) feedback session and role-playing (4) second co-counseling session and (5) feedback session. The second group heard a tape on empathy and were allowed to discuss the tape. Counselor trainees were judged (post-test only) on responses to a taped client by use of the Counselor Verbal Response Scale. Subjects also took a self-concept scale. Results showed no significant differences between groups on post-test scores. However, co-counseling trainees showed significantly higher self-concept ratings than did the didactic group.⁸⁷

⁸⁶Mallars, Patricia. "Differences in Team and Standard Approaches to Counselor Education." Personnel and Guidance Journal, 1968, 46: 981 - 983.

⁸⁷Thielen, Bernard. "Immediate Effects of an Abbreviated Co-counseling Supervision Approach in Teaching Empathic Skills to Counselors-in-Training." Ann Arbor: University Microfilms, 1970.

Silverman and Quinn studied change in counselor trainee effectiveness under co-counseling versus immediate feedback supervision. Counselor trainees participated in four supervisory sessions over a semester's time. Independent judges' ratings were obtained on taped pre-test and post-test interviews. Results showed no significant post-test differences between the groups. However, the co-counseled group showed significantly greater change on pre-to-post counseling effectiveness, whereas the immediate feedback group did not.⁸⁸

In summary, research regarding the orientation of the program has shown both didactic and relationship elements are valuable parts of the learning process. Crucial aspects of an effective supervisor approach include the supervisor's flexibility in modes of response and his modeling of facilitative behavior. Both aspects directly model effective counseling behavior as well as foster trust in the supervisory relationship. More recent research regarding program orientation has focused on integration of a variety of modes and goals for supervision. Co-counseling represents one such integrated approach.

This section has reviewed the literature regarding different approaches in program orientation and goals for counselor education and supervision. The following sections will present the effects of the supervisor and the trainee on supervision effectiveness.

⁸⁸ Silverman, Manuel S. and Philip Quinn. "Co-counseling Supervision in Practicum." Counselor Education and Supervision, 1974, 13: 256 - 260.

Supervisor Variables

Supervisor variables receiving major emphasis in the literature are supervisor level of functioning and supervisor supportiveness.

Effects of Supervisor Level of Functioning

The effects of high and low functioning supervisors on counselor trainee functioning was studied by Pierce and Schauble. High functioning supervisors were those functioning at a 3.0 level or above on the five point Carkhuff scale. For one academic year seven trainees were supervised by a high functioning supervisor. Comparison of pre-test and post-test trainee ratings showed the high supervisor's trainee improved significantly in level of functioning whereas the low supervisor's trainee declined slightly.⁸⁹

In a similar study, Pierce and Schauble studied effects of supervision on counselor trainees (N = 22) when trainees had both a practicum instructor (1) functioning at high or low levels and a practicum supervisor (2) functioning at high or low levels. Results showed trainees receiving high-low I and S combinations did not improve after ten weeks, but did after twenty weeks, apparently modeling themselves after the high functioning

⁸⁹Pierce, Richard and Paul Schauble. "Graduate Training of Facilitative Counselors: The Effects of Individual Supervision." Journal of Counseling Psychology, 1970, 17: 210 - 214.

instructor or supervisor.⁹⁰

In a 1967 study, Pierce, Carkhuff and Berenson studied effects on lay counselors (N = 17) of ten supervisory sessions under either a high or low functioning supervisor. From the already low number in the study, five of the low functioning supervisor's trainees dropped out. Two of these were post-test since they quit three-quarters of the way through the program. Pre-test and post-test taped standard interviews were analyzed, using nonparametric statistics on the ratings. Results showed the high functioning supervisor's group increased in level of functioning while the low supervisor's group did not. Aside from the number difficulty with this research, the authors state the low supervisor's group was initially functioning lower than the high supervisor's group, perhaps influencing differentially the groups' abilities to learn. Low functioners were not expected to change as readily as high functioners.⁹¹

⁹⁰Pierce, Richard and Paul Schauble. "Toward the Development of Facilitative Counselors: The Effects of Practicum Instruction and Individual Supervision." Counselor Education and Supervision, 1971, 11: 83 - 89.

⁹¹Pierce, Richard, Robert Carkhuff and Bernard Berenson. "The Differential Effects of High and Low Functioning Counselors Upon Counselors-in-Training." Journal of Clinical Psychology, 1967, 23: 212 - 215.

Lennon had three practicum supervisors vary levels of facilitative conditions in supervision interviews with four counselor trainees. Two independent judges rated both supervisor and counselor trainee level of functioning. For this limited sample, high levels of supervisor offered conditions (empathy and regard) were significantly related to trainee self-exploration. Supervisors were not able to alter levels of genuineness.⁹²

Vitalo studied effects of experimenter level of functioning on subject learning. This experimenter-subject relationship seems analogous to the supervision relationship, however, the learning task was simple rather than complex. Undergraduates (N = 28) participated in a verbal learning exercise under a high functioning or a low functioning experimenter. The experimenter reinforced subject use of personal pronouns. Emission of personal pronouns in a post-training exercise served as the dependent variable. Significant results showed learning was dependent on experimenter level of functioning. The author's hypothesis that facilitative dimensions are "at the center of fruitful interpersonal learning" was upheld.⁹³

⁹²Lennon, William. "A Study of the Effects of Counseling Practicum Supervisor Offered Facilitative Conditions of Supervisee Self-Exploration." Dissertation Abstracts International, 1973, 34 (1 - A): 136 - 137.

⁹³Vitalo, Raphael. "Effects of Facilitative Interpersonal Functioning in a Conditioning Paradigm." Journal of Counseling Psychology, 1970, 17: 141 - 144.

Despite some design difficulties with these studies, together they strongly suggest a relationship between supervisor level of functioning and counselor trainee learning. The results of three additional studies show inconclusive or contrasting results.

Hansen and Barker studied level of supervisor functioning on core conditions and counselor trainee "experiencing" in the counseling relationship. A significant relationship was found for one but not all of the sample groups.⁹⁴

Hamacheck studied effects on counselor trainees of supervisor (N = 12) high and low levels in both facilitative levels and cognitive functioning. Counselor trainee facilitative functioning was affected by supervisor cognitive level but not by facilitative functioning level.⁹⁵

Anthony and Carkhuff compared counselor educators' level of functioning with two groups of their trainees (N = 16). Both discrimination and communication levels of supervisors were assessed. Communication levels were obtained from independent judges' ratings of supervisor responses when cast in the helping role. They found supervisors discriminated at higher levels

⁹⁴Hansen, James and Edwin Barker. "Experiencing and the Supervisory Relationship." Journal of Counseling Psychology, 1964, 11: 109 - 111.

⁹⁵Hamacheck, Joan. "Effects of Individual Supervision on Selected Affective and Cognitive Characteristics of Counselors-in-Training: A Pilot Study." Dissertation Abstracts International, 1971, 32 (6 - A): 3027.

than both first and fourth semester trainees. The joint communication-discrimination level of supervisors seemed to affect trainee gains in communication. However, results might also be interpreted as not tapping an important supervisor variable in the learning process.⁹⁶

A final study is of interest because the researchers have extracted the supervisor effect from trainee and supervisor anecdotes. O'Connor asked 208 interns and their 111 supervisors to report one incident of each type supervision: effective and ineffective. Reported incidents were analyzed for supervisor behavior and then were categorized: (1) relationship (accepting responses) (2) promoting trainee participation in interaction (3) constructive feedback (4) allowing experiential autonomy (5) instruction (6) modeling and demonstration and (7) structuring activities (assignments, scheduling). Trainees reported effective behavior related to relationship, interaction and instruction responses; ineffective related to constructive criticism, modeling and structuring. Supervisors associated effective behaviors with interaction and structuring responses, ineffective with availability and role structure. Supervisors reported significantly more ineffective behavior in understanding and accepting responses than did trainees. Su-

⁹⁶Anthony, William and Robert Carkhuff. "Effects of Training on Rehabilitation Counselor Trainee Functioning." Rehabilitation Counseling Bulletin, 1970, 13: 333 - 342.

supervisors were providing support even though they did not think so.⁹⁷

Interns reported significantly more ineffective behaviors in modeling than did supervisors. If these categories could be loosely translated into Carkhuff's terms, trainees saw supervisors as accepting, confrontive and empathic, but not genuine. Supervisors saw themselves as concrete but not accepting and empathic. Both supervisors and trainees seem to have incorporated the concepts underlying interpersonal functioning levels in their non-technical descriptions of the supervisor relationship.

Supervisor Supportiveness

Two studies have investigated supervisor supportiveness effects on counselor trainees.

Davidson and Emmer studied effects of supervisor supportiveness or nonsupportiveness on counselor trainees' focus of concern (on self or on client). As hypothesized, the twenty-eight counselor trainees showed significantly greater concern for self under non-supportive conditions.⁹⁸

Blane studied effects of positive versus negative supervision on counselor trainee empathy level, finding empathy in-

⁹⁷O'Connor, Blaine. "Behaviors Perceived by Rehabilitation Counseling Interns and Agency Supervisors to be Associated with Effective and Ineffective Supervision in Clinical Practice." Dissertation Abstracts International, 1972, 33 (1 - A): 161.

⁹⁸Davidson, Terrence and Edmund Emmer. "Immediate Effect of Supportive and Nonsupportive Supervisor Behavior on the Counselor Candidate's Focus of Concern." Counselor Education and Supervision, 1966, 6: 27 - 30.

creasing under positive conditions.⁹⁹

It must be concluded that there are still many unanswered questions about the supervisor's influence on the supervisory process. Studies suggest supervisor supportiveness and level of interpersonal functioning are important variables. However other related supervisor characteristics, such as cognitive flexibility, may be confounding variables in these studies.

The present study has attempted to hold the supervisor variable relatively constant by having supervisors similar in background and experience and level of functioning.

Trainee Variables

Kadushin described a number of reasons why the supervisory relationship might be anxiety-invoking: (1) the trainee is asked to undergo change and change creates anxiety (2) the trainee must change habitual ways of thinking and believing which means rejection of (introjected) previously encountered significant others (3) the trainee must admit dependency on the teacher, losing some autonomy (4) the trainee faces threat to his sense of adequacy--his ignorance is exposed and he becomes vulnerable (5) the supervisory relationship resembles parent-child relationships and reawakens old authority-based conflicts.¹⁰⁰

⁹⁹Blane, Stephen. "Immediate Effect of Supervisory Experiences on Counselor Candidates." Counselor Education and Supervision, 1968, 8: 39 - 44.

¹⁰⁰Kadushin, Alfred. "Games People Play in Supervision." Social Work, 1968, 13: 23 - 32.

Because of the nature of learning through the supervisory relationship, counselor trainee weaknesses in interpersonal functioning would be expected to affect the learning process. Effects of trainee interpersonal functioning on the supervisory process has received little attention in the literature. The hypothesis presented in this study--that trainee interpersonal functioning has an effect on his learning in the supervisory process--has been derived from three research resources: (1) limited research evidence (2) validity of the interpersonal functioning construct as evidenced by relationships between personality functioning and interpersonal functioning and (3) inferences made from client interpersonal functioning level effect on the counseling process, which suggest applicability to the supervision process.

Effect of Interpersonal Functioning on the Supervisory Process

Communication and discrimination of facilitative conditions seems to tap different abilities in the trainee. Carkhuff states high functioning students can generalize even discrimination learning to communication skills but low functioning ones cannot.¹⁰¹ Another study suggests low functioning trainees might not change as readily as high functioning trainees.¹⁰²

Leitner studied systematically and nonsystematically trained counselor trainees' (N = 24) ability to model counselor

¹⁰¹Carkhuff, Robert. Helping and Human Relations. Vol. I. (New York: Holt, Rinehart and Winston, 1969).

¹⁰²Pierce, Carkhuff and Berenson.

behavior.¹⁰³ Counselor trainees listened to six high functioning counselor and six low functioning counselor therapy excerpts. Subjects were asked to take over as therapist, responding to taped client statements. Half the time subjects were asked to imitate the therapist, the other half to help in their own way. Analysis of trainee responses showed both groups exhibited significant imitative ability. However, nonsystematically trained counselor trainees could not improve over their own helping functioning level in their imitation of high functioning therapists. Systematically trained counselor trainees were found more helpful under helping instructional set than non-systematic trainees. Leitner states:

To have modeling ability does not lead automatically to good communication ability. Imitating another therapist actually was found to be a combined assessment of communication and discrimination in that it asks an individual to discriminate between two levels of communication and then to match those levels as closely as possible. ¹⁰⁴

Carkhuff, Collingwood and Renz found that discrimination training of senior psychology students (N = 18) led to greater discrimination ability, but had no effect on ability to communicate facilitative conditions. The authors concluded discrimination ability is a necessary but not sufficient component to

¹⁰³Leitner, Lewis. "Role Modeling as an Assessment of Counselor Interpersonal Skills." Journal of Clinical Psychology, 1973, 29: 110 - 111.

¹⁰⁴Leitner, p. 111.

effective communication.¹⁰⁵

Forsleff tested the assumption that interpersonal behavior of counselor trainees would be the same from one situation to another. All supervisory and counseling sessions of counselor trainees at a summer NDEA Institute were recorded and judged on agreement in expression of feeling responses and cognitive in content responses. The author found significant correlation on these variables between supervisory and counseling sessions.¹⁰⁶

Dahmen measured the counselor trainee ability in establishing a growth-producing relationship as a result of a cognitive-affective practicum program. He found differential levels related to post trainee client perceptions and independent ratings of counselor trainee functioning (N = 14).¹⁰⁷

These studies suggest: (1) initial level of functioning affects some types of learning, such as imitative learning and learning of communication skills (2) discrimination ability is a prerequisite to ability to communicate and (3) interpersonal functioning level appears to be a trainee characteristic operat-

¹⁰⁵Carkhuff, Robert, Tom Collingwood and Lauri Renz. "The Effects of Didactic Training Upon Trainee Level of Discrimination and Communication." Journal of Clinical Psychology, 1969, 15: 460 - 461.

¹⁰⁶Forsleff, Louise Peterson. "A Study of Counselor-Supervisor and Counselor-Client Dyadic Relationships." Dissertation Abstracts International, 1967, 28 (5 - A): 1677.

¹⁰⁷Dahmen, Lewis A. "A Cognitive-Affective Model for Fostering Congruence, Empathy and Positive Regard in Counselor Trainees." Dissertation Abstracts International, 1967, 28 (5 - A): 1676.

ing, in part, independently in the supervisory relationship.

Relationships Between Interpersonal Functioning Level and Personality Characteristics

Interpersonal functioning level of the trainee has been defined for this study as follows:

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relationship with others, in his commitment to the welfare of the other person he is quite capable of active, assertive and even confronting behavior when it is appropriate. 108

Comparison of interpersonal functioning level and qualities contained in this definition lend further evidence of the validity of this measure as a relevant dimension affecting the supervisory process.

Phillips found interpersonal functioning scores significantly correlated with self-ideal value congruence.¹⁰⁹ Shaw found no significant correlation between interpersonal functioning and self concept of thirty-seven practicum counselor trainees.¹¹⁰

¹⁰⁸ Carkhuff, Helping and Human Relations, p. 127.

¹⁰⁹ Phillips, Shirley. "Self/Ideal Value Congruence and Its Relationship to Self-Actualization and Counseling Effectiveness Among Selected Counselor Trainees." Dissertation Abstracts International, 1974, 35 (4 - A): 1987 - 1988.

¹¹⁰ Shaw, Sarah. "Empathy and Its Relationship to Selected Criteria of Counselor Effectiveness." Dissertation Abstracts International, 1970, 31 (3 - A): 163.

Ferry found no connection between level of functioning and philosophical beliefs of thirty-four counselor trainees.¹¹¹

Hendricks dealt with self-concept areas which incorporate relationships (others' worth, friendliness and external or internal frame of reference), all assessed by TAT responses. He found empathy related to positive perceptions for all measures; positive regard related to overall positive perceptions and congruence negatively related to overall positive perceptions. These findings suggest functioning in core conditions is related to the person's confidence in self and trust in interpersonal relationships, but not with self-awareness.¹¹²

Anthony tested the facilitative interpersonal functioning level as a valid measure of psychological adjustment. To do this he compared judged interpersonal functioning of twenty-four physically disabled college students with their "acceptance of disability." Although the author found significant correlations between the two measures, design weaknesses qualify the results.¹¹³

¹¹¹Ferry, Robert Dean. "Philosophical Beliefs of Counselor Candidates and Counselor Education." Dissertation Abstracts International, 1971, 31 (3 - A): 174.

¹¹²Hendricks, Ronald. "An Investigation of the Relationship Between Certain Perceptions of Self and Evidences of Congruence, Empathy and Positive Regard in Counselor Trainees." Dissertation Abstracts International, 1968, 29 (5 - A): 1451 - 1452.

¹¹³Anthony, William A. "The Relationship Between Human Relations Skills and an Index of Psychological Adjustment." Journal of Counseling Psychology, 1973, 20: 489 - 490.

Martin and Carkhuff defined MMPI scores as a measure of psychological adjustment, predicting that an increase in interpersonal functioning of twenty-four graduate trainees would be paralleled by an increase in MMPI scores indicating greater psychological adjustment. The hypothesis was confirmed for the sample.¹¹⁴

A number of researchers have tested the relationships between interpersonal functioning and an openness or flexibility in relationships. Bizzell¹¹⁵ and Foulds¹¹⁶ found a connection, while Ferry¹¹⁷ and Phillips¹¹⁸ did not.

Richards tested 127 counselor trainees on cognitive flexibility, repression-sensitization (defensive style extremes) and found empathy significantly related to cognitive flexibility, neutral repression-sensitization ratings and experience with a client.¹¹⁹

¹¹⁴Martin and Carkhuff.

¹¹⁵Bizzell, Daniel. "Counselor Trainees' Level of Actualization and Its Relationship to Interpersonal Communication." Dissertation Abstracts International, 1972, 33 (4 - A): 1428.

¹¹⁶Foulds, Melvin. "Self-Actualization and the Communication of Facilitative Conditions During Counseling." Journal of Counseling Psychology, 1969, 16: 132 - 136.

¹¹⁷Ferry.

¹¹⁸Phillips.

¹¹⁹Richards, Jerry D. "The Effects of Cognitive Style Sets of Flexibility on Counselor Perceptions: Field Dependence and Repression-Sensitization in Relation to Empathic Accuracy." Dissertation Abstracts International, 1971, 32 (4 - A): 1865.

Passons and Dey found high scorers on the counseling readiness scale of the Adjective Check List (purports to measure propensity for change) prior to nine months of training rated significantly higher on rated interpersonal functioning after nine months of training, than did low scorers.¹²⁰

Anthony and Wain also attempted to link a type of openness to change with facilitative interpersonal functioning. They reasoned that initial level of functioning was not as valid a predictor of post-training functioning as an "index of trainability," that is, the trainee's willingness and/or ability to learn. He rated medical corpsmen in interpersonal functioning before and after a 45-minute training analogue in empathy, and at the completion of the entire training program. Predictive powers of the analogue change scores (index of trainability) and pre-test scores alone were compared. Results showed both predictors significantly related to outcome, but index of trainability correlated significantly higher with outcome than simple pre-test scores.¹²¹

These studies suggest that (1) trainee initial interpersonal functioning affects his ability to learn from supervision, at least in short range programs (2) trainee discrimination lev-

¹²⁰Passons, William and Glen Dey. "Counselor Candidate Personal Change and the Communication of Facilitative Conditions." Counselor Education and Supervision, 1972, 12: 57 - 62.

¹²¹Anthony, William A. and Harold Wain. "Two Methods of Selecting Prospective Helpers." Journal of Counseling Psychology, 1971, 18: 157 - 165.

els contribute to but are not sufficient for effective communication (3) that interpersonal functioning level is a stable trainee characteristic (4) the interpersonal functioning level concept seems valid as a personal description (5) counselor attitude toward change and learning as defined by Carkhuff, does affect his learning of interpersonal communication skills.

Counselor Trainee and Supervisor Interaction Effects

A few studies in interaction effects of client and counselor are also included in this section, since they seem to add valuable information which is applicable to the supervisory relationship.

Sperekas found practicum supervisors' (N = 2) response types did not differ significantly when working with different counselor trainees (N = 15).¹²²

Sundblad investigated the supervisor's level of functioning as it is affected by interpersonal attractiveness of the trainee and the supervisor's professional experience level. Faculty and advanced doctoral students engaged in supervision (N = 71) were presented with one of three profiles presenting the counselor trainee in a positive, negative or neutral light. They were then asked to react to fifteen supervision vignettes, responding as if they were supervising the described trainee. Responses rated for facilitative conditions showed an inter-

¹²²Sperekas, Nicole Beth. "An Analysis of the Verbal Responses of Practicum Supervisors." Dissertation Abstracts International, 1970, 30 (9 - A): 3741 - 3742.

action effect of supervisor and "trainee" interpersonal attractiveness. High experience supervisors functioned highest under positive attraction, lowest under negative attraction. Low experience supervisors were not adversely affected by negative attraction.¹²³

Wagner assessed supervisor level of functioning when dealing with trainee behaviors of self-exploration and analysis of counselor trainee response to client. Results showed the supervisor behaved differently under these two conditions, correctly modeling genuineness and concreteness when aiding trainee self-exploration. The author reports empathy and respect were not often modeled correctly.¹²⁴

In a study also tapping differences, Lambert investigated consistency of supervisor empathy level from counseling session to supervisory session. The author analyzed ten counseling sessions and ten supervisory sessions of the same five counselor/supervisors for respect, genuineness and empathy, utilizing the Hill Interaction Matrix. For this small sample, respect and genuineness was the same in counseling and supervisory sessions,

¹²³Sundblad, Lloyd M. "The Relationship of Interpersonal Attraction, Experience and Supervisor's Level of Functioning in Dyadic Rehabilitation Counseling Supervision." Disser-tation Abstracts International, 1971, 32 (3 - A): 1284.

¹²⁴Wagner, Richard L. "Supervisor Behaviors Directed Toward Trainee Performance of Facilitative Conditions." Disser-tation Abstracts International, 1972, 32 (10 - A): 5557.

while empathy was significantly lower for supervisory sessions.

A study by Congram deals with supervisor style in interaction with trainee behaviors in the supervisory interview. Seven counselor educators were divided into three goal-orientation groups: didactic, didactic-experiential-integrative and didactic-integrative-experiential. Analysis of taped supervision sessions showed the coached supervisee, as planned, was able to initiate discussion in cognitive, affective and mixed areas (the supervisee lead types). An interaction analysis showed supervisors responded the same regardless of orientation or supervisee lead. In this otherwise well controlled study, the author suggests facilitative level might have differentiated supervisory behavior, rather than orientation.¹²⁶

These few studies can only suggest that supervisor and counselor trainee behaviors are interdependent in the supervisory relationship. This interaction effect may be related to the interpersonal qualities of the trainee or to the particular nature of counselor supervision which can shift from a counseling to a teaching framework and back.

Counselor-client interaction effects.--Carkhuff and Alexik had a client alter self-exploration during an interview. The

¹²⁵Lambert, Michael. "Supervisory and Counseling Process: A Comparative Study." Dissertation Abstracts International, 1971, 32 (6 - B): 3642.

¹²⁶Congram, Carole Ann. "Supervisor Behavior in Counselor Education: The Relationship of Goal Orientation, Time and Supervisee Lead." Dissertation Abstracts International, 1970, 31 (2 - A): 606.

authors found low functioning counselors significantly lowered level of functioning in response and could not raise that level when the client increased self-exploration once again. High functioning therapists, on the other hand, did not decrease facilitative conditions.¹²⁷

In a follow-up study, Friel, Kratochvil and Carkhuff had four standard clients explore real problems at high levels during the first and last periods of a counseling interview, but drop self-exploration levels significantly during the second period by discussing irrelevant or superficial topics. Results showed all thirty-two counselor trainees functioned at the 2.0 level during the first level and dropped significantly during the second and third periods. Client facilitative levels had a significant effect on these low and moderate functioning counselor trainees.¹²⁸

Piaget, Berenson and Carkhuff exposed four high and four low functioning clients to a high and moderate functioning counselor who lowered their levels of facilitative conditions during the interview. The depth of self-exploration of low clients was found to be a function of counselor offered conditions, while

¹²⁷Carkhuff, Robert and Mack Alexik. "Effects of Client Depth of Self-Exploration Upon High and Low Functioning Counselors." Journal of Counseling Psychology, 1967, 14: 350 - 355.

¹²⁸Friel, Ted, Dan Kratochvil and Robert Carkhuff. "The Effects of the Manipulation of Client Depth of Self-Exploration Upon Helpers of Different Training and Experience." Journal of Clinical Psychology, 1968, 14: 247 - 249.

high functioning clients' exploration was not.¹²⁹

Van der Veen studied the relationships between twenty-five patients and eight therapists (all patients saw all therapists). Results showed the therapist's interpersonal functioning level differed when working with patients exploring themselves at different levels. However, there was no interaction effect (high versus low functioning therapists were not differentially affected by client depth of self-exploration).¹³⁰

Contrasting results were found in analyzing written responses to client expressions of counselors (N = 440) at different levels of experience. Helpee affect and content did not affect level of response.¹³¹

Lin assessed interaction effects of counselor trainee (N = 3) self-confidence and client's self-confidence. The dependent variable was client impression of the counseling relationship. Results showed no interaction effects. Counselor trainee level of self-confidence induced more favorable client impres-

¹²⁹Piaget, Gerald, Bernard Berenson and Robert Carkhuff. "Differential Effects of the Manipulation of Therapeutic Conditions by High and Moderate Functioning Therapists on High and Low Functioning Clients." Journal of Consulting Psychology, 1967, 31: 481 - 486.

¹³⁰Van der Veen, Ferdinand. "Effects of the Therapist and the Patient on Each Other's Therapeutic Behavior." Journal of Consulting Psychology, 1965, 29: 19 - 26.

¹³¹Carkhuff, Robert, Daniel Kratochvil and Theodore Friel. "Effects of Professional Training: Communication and Discrimination of Facilitative Conditions." Journal of Counseling Psychology, 1968, 15: 68 - 74.

sions (main effect).¹³²

Together the Carkhuff associates' studies indicate: (1) both client and therapist contribute to the client's improvement and self-exploration in the therapy process (2) the depth to which low functioning clients explore themselves is a function of facilitative levels offered by high level counselors (3) high level clients continue to explore themselves deeply under lowered therapy conditions; however (4) over time both high and low functioning clients will deteriorate in degree of self-exploration.¹³³

Considering results found on both types of helper-helpee relationships, studies suggest that the low functioning participant in a relationship is dependent on the high functioning member for growthful behaviors. Low functioning persons seem more affected by the other's level of functioning than are high functioning persons. For the supervisory relationship these results suggest high functioning supervisors will have more effect on the trainees than will the low functioning supervisor, particularly if the trainee is functioning at rather low interpersonal levels. Low functioning supervisors would be more likely to be negatively influenced by trainees who are not open to self-exploration.

¹³²Lin, Tien-Teh. "Counseling Relationship as a Function of the Counselor's Self Confidence." Journal of Counseling Psychology, 1973, 20: 293 - 297.

¹³³Carkhuff and Alexik, 1967.

Summary

Research in counselor education and supervision has focused on three variables influencing counselor trainee learning in the supervisory relationship: (1) the type program utilized (2) the supervisor and (3) the trainee.

Research results have indicated that both didactic and relationship elements are incorporated into effective supervision. Indeed, the research as a whole strongly suggests a relationship between effective supervision and the supervisor's use of a variety of response modes.

The research further suggests that the supervisor's level of facilitative functioning, as defined by Carkhuff, may be an important influence in the supervisory relationship. The supervisor who is flexible in his responses and reactions to the trainee, and who is functioning at a high level of facilitation may be expected to foster greater growth in the counselor trainee.

The ways in which the counselor trainee affects the supervisory process are less clear. However, research suggests the counselor trainee's level of functioning independently affects his learning in supervision, or differing levels of trainee facilitation elicit different behaviors from supervisors, limiting or enhancing their facilitative levels. The trainee is seen as independently influencing the supervisory process or initiating interaction effects within it.

CHAPTER III

METHOD

This chapter will outline the procedure followed for the experimental study, under the topics: (1) subjects (2) personnel (clients, supervisors and judges) (3) treatments and (4) procedure.

Briefly this study involves a sample of twenty-four graduate students in counselor education, whose course work level was approximately the second semester of a three semester master's degree program.

These students participated as counselors in four counseling and supervisory sessions. The counselor trainees were divided into initially high and low functioning groups on the basis of independent ratings received for a brief pre-test counseling session. These two groups were further divided among co-counseling and delayed feedback supervision methods, to yield four experimental groups: (1) high functioning co-counseling (2) low functioning co-counseling (3) high functioning delayed feedback and (4) low functioning delayed feedback.

Pre-test and post-test ratings allowed analysis of counselor trainee change based on effects of the supervision employed and on effects of counselor trainee initial level of functioning. The interaction effect of these two variables could also be analyzed.

Subjects

The twenty-four counselor trainees were enrolled in counselor education courses at Loyola University during the 1974 summer session. The courses were Fundamentals of Counseling 434 and Problems in Counseling 435. The counselor trainees participated in the research project as part of class activities.

The sample was made up of ten males and fourteen females falling in age categories "20 - 24" through "45 and over." Both the median and mean age fell in the "30 - 34" age category. Table 1 gives the age frequency distribution for the sample.

TABLE 1

Frequency Distribution of Counselor Trainees by Age

Age Category	Absolute Frequency	Relative Frequency
20 - 24	2	8.3
25 - 29	7	29.2
30 - 34	4	16.7
35 - 39	3	12.5
40 - 44	5	20.8
45+	<u>3</u>	<u>12.5</u>
	24	100.0

Of the twenty-four counselor trainees, ten were married, thirteen were single, and one was divorced, as shown in Table 2.

TABLE 2
Frequency Distribution of Counselor
Trainees by Marital Status

Marital Status	Absolute Frequency	Relative Frequency
Married	10	41.7
Single	13	54.2
Divorced	<u>1</u>	<u>4.2</u>
	24	100.0

The racial makeup of the sample was: caucasian - 16, black - 5 and foreign born - 3. Although the foreign born counselor trainees were fluent in English, the language nevertheless seemed to present difficulty for them within the demanding counseling situation. For example, several clients commented that one of the counselor trainees was severely limited by language, especially in early sessions, although he transmitted by his manner a sensitivity and earnestness in wanting to help the client. Table 3 shows the frequency distribution for ethnic background of the subjects.

TABLE 3
Frequency Distribution of Counselor
Trainees by Ethnic Background

Ethnic Background	Absolute Frequency	Relative Frequency
Caucasian	16	66.7
Black	5	20.8
Foreign Born	3	12.5
	<u>24</u>	<u>100.0</u>

Seventeen counselor trainees were seeking the master's degree in Guidance and Counseling and Student Personnel Work (SPW). The remaining seven had master's degrees and were enrolled seeking counselor certification, the doctorate, or were unclassified students. See Table 4 for a breakdown of the subjects by educational objective.

TABLE 4

Frequency Distribution of Counselor
Trainees by Educational Objective

Educational Objective	Absolute Frequency	Relative Frequency
Master's Degree - Guidance and Coun- seling and SPW	16	66.7
Master's Degree - Educational Ad- ministration	1	4.2
Counselor Certification	4	16.7
Unclassified	2	8.3
Doctorate	$\frac{1}{24}$	$\frac{4.2}{100.0}$

As Table 5 shows, most of the counselor trainees were part time students. Sixteen held full time jobs.

TABLE 5

Frequency Distribution of Counselor
Trainees by Student Status

Student Status	Absolute Frequency	Relative Frequency
Part Time	17	70.8
Full Time	5	20.8
Summer Student Only	$\frac{2}{24}$	$\frac{8.3}{100.0}$

The counselor trainees in this sample had a wide variety of work experience. Almost half had been employed full time or the equivalent ten or more years, six had worked five to ten years, and eight had worked less than five years. These jobs ranged from counseling jobs (high school and pastoral) and counseling-related jobs (student personnel work, teaching, school administration) to non-related jobs (radio and newspaper journalism, secretarial, clerical and sales work).

Eleven of the counselor trainees had had some formal or informal counseling experience, including counseling in public schools, pastoral counseling and volunteer counseling. At the time of this study five counselor trainees were engaged in counseling outside the university setting. None of the five were receiving supervision for that counseling.

A typical counselor trainee in this sample could be described as caucasian, in the early thirties, employed and seeking a master's degree as a part time student. This sample represents a normal student sample for the counselor education program at Loyola University. The sample also seems representative of most student populations at large metropolitan universities.

A scan of the descriptive data indicates no major discrepancies between experimental groups on biographical and background characteristics.

Personnel

This section will describe the personnel used in the

study, including clients, supervisors and judges. Their backgrounds as well as orientation to the project will be described.

Clients

Two sets of clients were required for this study: pre-test, post-test clients, and clients participating in the four treatment counseling sessions.

Pre-test, post-test clients.--Most clients for the pre-test and post-test were past master's degree students known by the experimenter. Two high school students and one college drama student also participated. Each client saw four to five counselor trainees for each testing. The clients were asked to present a problem of their own or one they knew about, and could talk easily about. They were requested not to play a nonverbal client. Each client presented the same problem to each consecutive counselor trainee throughout the pre-test. Each client also presented the same problem to each consecutive counselor trainee throughout the post-test.

Clients for treatment counseling sessions.--The clients used for the study were paid coached clients. The client group included six high school students, two college students and two young housewives. Each of the clients saw a number of the counselor trainees throughout the course of the project. For the most part, clients saw a counselor twice. On several occasions, the client saw a counselor trainee only once due to supervisor absence.

Each client worked approximately the same amount of time under each of the supervision methods: co-counseling and delayed feedback, and under each of the four supervisors. In this way the client variable was held relatively constant over the treatment methods.

The clients attended a two-hour orientation prior to the project. At this time they received instructions, and briefly role-played as clients.

The clients were asked to discuss a problem in the personal-social realm rather than a problem concerning educational choice or vocational planning. It was felt that the beginning trainees might more easily pick up affect from clients under these conditions, and the learning situation might be enhanced. The request also provided for increased consistency between client problems.

The clients were encouraged to discuss a real concern, since they had to sustain the client role over a rather long period (two twenty minute sessions). They were further requested not to play a nonverbal client. Follow-up questionnaires completed by the clients indicated all but two discussed real past or present problems.

The clients saw the same counselors for the first two weeks, then different counselors the second two weeks. For each time frame, the clients presented the same problem to the several counselors they were seeing. Client feedback indicated they were able to present the same problem, however, the ensu-

ing interaction of course led discussions into widely different areas with each individual counselor trainee.

Observation of the clients throughout the project and the clients' own evaluative comments showed they became quite involved personally with the counselor trainees. They reacted not unlike "real" clients, showing some nervousness in the beginning, but with increasing enthusiasm for the process and resulting personal insights. Six of the clients asked if the project could be continued so they could continue seeing the counselor trainees.

Two clients dropped out during the project and were replaced. Both clients dropped out after one day of counseling. Follow-up indicated these clients might have felt threatened by the counseling session.

Supervisors

The supervisors were four advanced doctoral students in the Department of Guidance and Counseling at Loyola University. All were females in their thirties and forties.

Two of the supervisors had previously worked for one year as part time practicum supervisors at Loyola University. One of these had supervised teachers seven years as part of elementary principal duties. A third had supervised resident assistants in a college setting for six months, and special education teachers for three years. The fourth had a few informal experiences in direct supervision of master's students in Guidance and Counseling.

The four supervisors had a mean 4.25 years of full time or equivalent counseling experience. All had held more than one type of counseling position. The positions held were: counselor at the elementary, high school and college levels, school psychologist, private practice, group counselor for master's students, college advisor, clinical psychologist trainee. In addition to counseling, the four supervisors had a mean 5.0 years of teaching experience.

None of the supervisors had had experience in co-counseling supervision, either in their own training or in training others. All the supervisors had been trained as counselors by the delayed feedback method. The two experienced supervisors had used delayed feedback supervision in training master's students.

Three of the four supervisors attended a three and one-half hour training session prior to the project. The fourth did not since she replaced another supervisor originally scheduled for the project. That supervisor voluntarily dropped out of the project as a result of the training session. At that time she found co-counseling as defined by this study too difficult to work under since the procedure called for selective supervisor intervention rather than equal participation by supervisor and trainee.

The supervisor training session was conducted by a Ph.D. counselor educator who was experienced in both delayed feedback and in co-counseling supervision. The training program con-

sisted of description, demonstration, role-playing and discussion of each method. A major portion of the time was spent on co-counseling, since the supervisors were unfamiliar with this method.

Gross ratings of interpersonal functioning¹ were taken on the supervisors by casting them in a helping role with a client for ten minutes. The tapes were then rated by two independent judges (see description of judges later in this chapter) not known by the supervisors. The attained ratings were based on a five-point scale with one representing a "nonfacilitative" response. (See complete description under the "pre-test ratings" section of this chapter.)

The obtained ratings were: Supervisor #1: 1.28, 1.75; Supervisor #2: 1.80, 2.90; Supervisor #3: 1.50, 2.11; Supervisor #4: 1.54, 2.85. These ratings were averaged from judges' ratings of each counselor/supervisor response. Judges also rated the overall tape performance, which is based on perception of the total tape. These ratings were: Supervisor #1: 1.5, 1.5; Supervisor #2: 2.0, 4.0; Supervisor #3: 2.0, 3.5; Supervisor #4: 2.0, 3.5.

Judges

Two sets of independent raters were used for the study. One set of two judges (Judges #1 and #2) rated pre-test tapes

¹Carkhuff, Robert. Helping and Human Relations. (New York: Holt, Rinehart and Winston, 1969), Vol. I.

for the purpose of differentiating high versus low treatment groups prior to the experiment. These two judges also rated the supervisor tapes. A second set of two judges (Judges #3 and #4) rated pre-test and post-test tapes for the purpose of estimating change in level of functioning. The first set of judges could not be used to estimate change in counselor trainee functioning, since they were aware of the pre-test, post-test status of tapes. However, Judges #1 and #2 did rate the post-test tapes. Their ratings could then be used to estimate counselor trainee change, along with the other two judges, if the ratings did not seem affected by the judge's knowledge of pre-test or post-test status.

Pre-test judges.--Judges #1 and #2 were requested to rate pre-test tapes for the purpose of differentiating high versus low functioning trainees prior to the project. However, tape difficulties combined with limited time led to the use of Judge #1's ratings only for differentiating groups. A complete set of ratings was finally obtained from the second judge so that inter-rater correlations could be presented.

These two judges were quite similar in background and in experience. Both held the Ph.D. in counseling. Both had worked for the past several years as psychology instructors at the college level. Both had counseled three years in counseling centers, in addition to private practice. Both of the judges had previously used the Carkhuff scale for judging tapes in another research project.

Pre-test, post-test judges.--Judges #3 and #4 rated both pre-test and post-test tapes for the purpose of estimating counselor trainee change in level of facilitative functioning.

These two judges were also similar in background. Both had M.A.'s in Guidance and Counseling and were advanced doctoral candidates. Both had been counselors for two years--one at the college level, and one at the high school level. Both have been involved with formal and informal counseling of college students, one as head of a university residence hall for three years and the other as a counselor and student development specialist at a junior college for two and one-half years. These judges were presently employed as a counselor at a junior college, and as a consultant to high school counselors, respectively. Both judges had supervised a master's level practicum. They had previously used Carkhuff's discrimination and communication exercises in training counselor trainees and para-professionals, and had used the Carkhuff Scale for Gross Ratings of Facilitative Functioning² for evaluating trainees.

All four judges attended a three hour training session. This time frame was based on maximum time availability of the judges. The training session consisted of discrimination training utilizing (1) Carkhuff's sixteen client stimulus expressions³ (see Appendix A, page 133) and (2) two ten minute

²Carkhuff, Helping and Human Relations, p. 115.

³Carkhuff, Helping and Human Relations, pp. 115 - 125.

taped excerpts of beginning counselors in initial sessions with a client.

The training sequence was as follows.

1. description of the Scale for Gross Ratings of Facilitative Interpersonal Functioning.

2. rating responses to sixteen stimulus client expressions. The sixteen client expressions are each followed by four counselor responses. The judges independently rated each response. They then compared ratings and reasons they gave such ratings. Finally the judges heard Carkhuff's provided ratings for comparison with their own. In almost all cases judges were rating within one-half point of the provided ratings.

3. rating taped counselor responses. Each counselor response was rated independently by each judge. Each rating was then compared between judges and discussed.

The Treatment

The treatment sessions included four counseling/supervisory sessions. Most of the counselor trainees saw two clients two times each. Some trainees saw three clients over the four sessions due to absence and subsequent rescheduling.

Co-counseling Supervision

Co-counseling supervision adhered to the following procedure. The supervisor sat in the room with the beginning counselor, with chairs placed in a triangle. The beginning

counselor remained in charge of the session. The supervisor's role was to intercede from time to time with a more accurate response, when he perceived the trainee had missed a communication from the client or was pursuing a tangential point. The procedure also called for the supervisor to provide positive reinforcement when the counselor was accurately tuned in and responding to the client. Tape recordings of supervision sessions indicated positive reinforcement may have occurred in less than desirable amounts for co-counseling supervision. Supervisor comments on the final evaluation forms also suggested co-counselors may have received fewer supportive statements. This was due to the supervisors' reluctance to interrupt the session when it was going well. It seems likely direct positive reinforcement occurred less in co-counseling supervision than in delayed feedback supervision.

The supervisory/counseling session lasted twenty minutes, followed by a ten minute feedback session. In the feedback session, observations were made about the interview, and the trainee had the opportunity to ask questions.

Delayed Feedback Supervision

Individuals in the delayed feedback group taped a twenty minute interview with a client. The trainee then had approximately one hour to review his tape. Portions of the tapes were played and commented on in a thirty minute supervisory session. The student at this time had a chance to ask ques-

tions about his interview and discuss with the supervisor different ways of handling the interview or explore why he reacted in such a manner in the interview. The supervisor focused on both good points and areas for improvement for the counselor trainee.

Initial Level of Functioning: High Functioning Trainees

The initial level of functioning of counselor trainees was determined by independent ratings of taped responses in the pre-test. (See the next section for details.) Counselor trainees were ordered on a list according to pre-test ratings in facilitative functioning. Those counselor trainees falling above the median were designated high functioning counselor trainees; those falling below the median were designated low functioning trainees. High functioning trainees were those obtaining 1.46 or above on the five point Carkhuff scale (one is low, five is high). The high functioning trainees had a mean score of 2.18 on the five point scale.

Initial Level of Functioning: Low Functioning Trainees

Initially low functioning counselor trainees were those trainees who scored 1.42 or below on a five point scale. These counselor trainees had a mean score of 1.27.

The Procedure

Biographical Data

On the first day of classes in the summer session, bio-

graphical data sheets were distributed by class instructors. Participation in the counseling sessions was described by class instructors along with general description of total class activities. It was also explained that the trainee's general ability would be assessed before and after the four counseling sessions by short ten minute counseling sessions.

Pre-Test

The pre-test counseling sessions took place the second day of classes in the summer 1974 session, one week prior to the beginning of the experimental treatments. Each counselor trainee was asked to try to understand the client's concern and help as best he could. They were informed the sessions would be taped for the purpose of assessing their general level of ability prior to course activities.

Pre-Test Ratings

The taped pre-test sessions were coded and delivered to the two pre-test judges (Judges #1 and #2) for rating. The judges listened to each counselor response, and rated each response (see Appendix B, page 144 for the rating form). The individual response ratings were then averaged by the experimenter to yield an "averaged response" rating. The judges also rated counselor trainee performance for the tape as a whole to yield an "overall estimate" rating of counselor ability.

For both ratings, the Carkhuff Scale for Gross Ratings of Interpersonal Functioning was used (see Appendix C, page 146).

This scale has been extensively investigated in connecting counselor trainee functioning with various effectiveness outcomes⁴⁻⁷ and in correlation with relevant personality dimensions.⁸⁻¹¹ Further critical assessments of the Carkhuff

-
- ⁴Pierce, Richard, Robert Carkhuff and Bernard Berenson. "The Differential Effects of High and Low Functioning Counselors Upon Counselors-in-Training." Journal of Clinical Psychology, 1967, 23: 212 - 215.
 - ⁵Truax, Charles, Robert Carkhuff and Frank Kodman. "Relationships Between Therapist-Offered Conditions and Patient Change in Group Psychotherapy." Journal of Clinical Psychology, 1965, 21: 327 - 329.
 - ⁶Kratochvil, Daniel, David Aspy and Robert Carkhuff. "The Differential Effects of Absolute Level and Direction of Growth in Counselor Functioning Upon Client Level of Functioning." Journal of Clinical Psychology, 1967, 23: 216 - 217.
 - ⁷Pagell, William, Robert Carkhuff and Bernard Berenson. "The Predicted Differential Effects of the Level of Functioning of Outpatients." Journal of Clinical Psychology, 1967, 23: 510 - 512.
 - ⁸Bergin, Allen and Lawrence Jasper. "Correlates of Empathy in Psychotherapy: A Replication." Journal of Abnormal Psychology, 1969, 74: 477 - 481.
 - ⁹McWhirter, Jeffries. "Two Measures of the Facilitative Conditions: A Correlation Study." Journal of Counseling Psychology, 1973, 20: 317 - 320.
 - ¹⁰Martin, Donald and George Gazda. "A Method of Self-Evaluation for Counselor Education Utilizing the Measurement of Facilitative Condition." Counselor Education and Supervision, 1970, 9: 87 - 92.
 - ¹¹Kurtz, Robert. "A Comparison of Different Approaches to the Measurement of Counselor Empathy in Personal Counseling." Dissertation Abstracts International, 1971, 31 (11 - A): 5768 - 5769.

scales^{12, 13} support their validity and reliability.

The Scale for Cross Ratings of Interpersonal Functioning is a five point scale which rates counselor responses on non-facilitative (one) to highly facilitative (five) based on the definition:

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relationship with others and committed to the welfare of the other person, he is quite capable of assertive and confronting behavior when it is appropriate.¹⁴

On this scale, a level three response is considered minimally facilitative. The counselor response is interchangeable with the client response, indicating the counselor has heard the client and understands the communication. A response rated above level three is considered additive, and contains both elements: interchangeability and an action orientation. The counselor has understood the client, and has added a new insight, perspective or direction to the client's verbalization. Responses which contain the action orientation, but do not show understanding (interchangeability) are rated below level three.

¹²Hefele, Thomas and Michael Hurst. "Interpersonal Skill Measurement: Precision, Validity and Utility." Counseling Psychology, 1972, 3: 62 - 70.

¹³Zytowski, Donald and Ellen Betz. "Measurement in Counselor Research: A Review." Counseling Psychologist, 1972, 3: 72 - 86.

¹⁴Carkhuff, Helping and Human Relations, p. 171.

These guidelines for use of the scale are appropriate for use in rating initial sessions such as those in this study. Judges used whole number ratings as well as fractions. Both "averaged response" ratings and "overall estimate" ratings were based on this general framework.

Judge #2 was unable to complete ten of the ratings in the allotted five days due to difficulties with the tapes and the limited time available for the rating. Since the counseling/supervision sessions could not reasonably be rescheduled, differentiation of groups was based on Judge #1's ratings alone. Later a complete set of ratings was obtained from Judge #2. Inter-judge correlations could then be run to see if rankings differed between Judge #1 and Judge #2's ratings.

Each counselor trainee "averaged response" score was computed. An ordered list was formed listing counselor trainee ratings from lowest functioning to highest functioning.

Differentiation of Groups

The ordered list was used to differentiate high versus low functioning counselor trainees. Counselor trainees falling above the median (1.46 or above on the five point scale) were designated high functioning. Those falling below the median (1.42 and below) were designated low functioning. Every other person on the list was placed in co-counseling supervision and the alternate person in delayed feedback supervision. This procedure resulted in formation of four experimental groups.

based on initial level of functioning and supervisory method: high co-counseling, low co-counseling, high delayed feedback and low delayed feedback.

The experimental design can be pictured:

		<u>Type Supervision</u>	
		Co-counseling	Delayed Feedback
<u>Counselor</u> <u>Trainee</u> <u>Initial</u> <u>Level of</u> <u>Functioning</u>	High	<div style="border: 1px solid black; padding: 10px; text-align: center;"> C H A N G E <hr style="border-top: 1px dashed black;"/> S C O R E S </div>	
	Low		

Every effort was made to assign counselor trainees from each of the four experimental groups to each supervisor. Each supervisor had approximately the same number of co-counselor and delayed feedback trainees. Each supervisor had both high and low functioning counselor trainees. The supervisors worked with counselor trainees previously unknown to them.

Treatment

Each counselor trainee participated in four counseling and supervisory sessions, according to delayed feedback or co-counseling supervision methods, as described above. Counseling/supervision sessions took place on Tuesday for four consecutive weeks: the second, third, fourth and fifth weeks of the six week summer session. One supervisor was absent the second week. Her seven trainees therefore skipped their sessions that week and made them up the final (sixth) week of the experiment.

Of course, those sessions were completed prior to the post-test.

The experimenter monitored the sessions for adherence to time limits. The experimenter acted as coordinator for the participants. On a few occasions counselor trainees attempted to elicit experimenter aid with a problem with a client or with a supervisor. On these occasions the trainee was encouraged to deal with the problem directly with the supervisor.

All counselor trainees counseled, and were supervised on, the required four sessions.

During the sixth week of summer school, and before post-testing, all counselor trainees met with supervisors for a ten minute wrap-up session. The purpose of this session was to allow the trainee time to ask questions about his counseling in general. Also, the supervisor could offer an assessment of the trainee's skills, as well as guidelines for future learning. This session was included since most of the counselor trainees would be taking practicum in the near future, and it was thought such information would be of value for that experience.

Subjective Reports

Questionnaires were filled out by supervisors and counselor trainees on perceptions of the first session, the last session and the overall experience. (See Appendix D, page 148 for examples of the questionnaires.) Supervisors filled out questionnaires following the first and last supervisory sessions with each of her counselor trainees. The clients also

filled out brief questionnaires concerning their perceptions of the counselor trainee. The purpose of the questionnaires was to gain information about the subjective experience of the participants.

The supervisor was rated by herself and the counselor trainees on skill, helpfulness and acceptance for the first and last sessions. Comparisons of ratings for first and last sessions then yielded a rough change measure in how the supervisor was viewed. Counselor trainees also rated the supervisors on overall skill, helpfulness, acceptance, competence and genuineness.

The counselor trainee was rated by himself and the supervisor on relaxation, confidence, understanding of the counselee, naturalness, counseling ability and improvement in counseling skills for the first and last sessions. Comparison of ratings for the first and last sessions yielded a rough change measure in how the counselor trainees were viewed.

Counselor trainees were also rated on overall counseling ability and improvement in counseling skills by themselves and by the supervisors. Counselor trainee self ratings were also taken on overall listening ability, naturalness and understanding of the counselee.

The questionnaires consisted primarily of ratings on five point scales, utilizing the following form:

			<u>Supervisor</u>			
unskilled	1	2	3	4	5	skilled

A numerical comparison could be made between supervisor and counselor trainee perceptions, and between perceptions of both under different experimental treatments.

Post-Tests

The post-test was taken on Wednesday of the last week of summer school. The post-test procedure followed was identical to that for the pre-test, with the counselor trainees participating in ten minute recorded counseling sessions with a coached client.

Dissemination of Data for Judging

Tapes were mixed and coded to conceal pre-test, post-test status.

The four judges rated each counselor response, following the procedure outlined above under "pre-test ratings." They also rated overall counselor trainee performance.

Each judge's rating for the counselor trainee was obtained by averaging ratings of each counselor response on the tape. All four judges then had rated both pre-test and post-test data. It was thought that if ratings of the judges who were aware of the pre-test, post-test status of tapes (Judges #1 and #2) appeared to show no bias from this knowledge, a pooled rating could be taken from all four judges. However, one judge showed quite deviant scores from the other three which might have resulted from this knowledge. Therefore analysis proceeded taking the counselor trainee change measure from the two judges who were unaware of the pre-test, post-test status of

tapes (Judges #3 and #4). For the change measure then, pre-test and post-test scores were based on the pooled averaged response ratings of Judges #3 and #4.

Statistical Procedures

The following information was coded and punched on computer cards: (1) biographical data (2) client perception of counselor trainees (3) counselor trainee perceptions of self and supervisor (4) supervisor perceptions of self and counselor trainees (5) counselor trainee pre-test level of functioning (6) counselor trainee post-test level of functioning.

The following tests were performed:

1. test for main and interaction effects on change scores for the four experimental groups, utilizing a two-way analysis of variance
2. test for change between pre-test and post-test measures for the total group, the delayed feedback group, the co-counseling group, the high functioning group and the low functioning group, utilizing the t-difference test
3. comparison of first and last session perceptions of counselor trainees and supervisors for the total group, and for the co-counseling, delayed feedback, initially high functioning and initially low functioning groups (t-difference)
4. t-test comparison of counselor trainees' perceptions under delayed feedback versus co-counseling and under high versus low functioning conditions
5. comparison of supervisors' perceptions under delayed

feedback versus co-counseling and initially high versus low functioning groups (t-test)

6. comparison of change scores for counselor trainees under the different supervisors, to test for possible supervisor effect (one-way analysis of variance)

7. correlations between judges' ratings

8. correlations between judges' averaged response ratings and overall estimate ratings.

Chapter Three has outlined the procedure followed for this experiment. Chapter Four will present the results of the statistical analysis as well as a discussion of those results.

CHAPTER IV

RESULTS

This chapter presents the statistical findings and a discussion of those findings. Results are presented for (1) initial group differences (2) comparison of judges' ratings (3) analyses of the six hypotheses and (4) questionnaire variables (perceptions of the participants).

Initial Group Differences

Initially high functioning trainees were differentiated from initially low functioning trainees on the basis of the one judge's pre-test ratings. A t-test comparison of pre-test ratings for the two groups yielded a significant difference between groups ($t = -7.02$, $p < .01$). This finding affirmed the design assumption, that two different levels of trainee functioning were involved.

Since original plans called for differentiation of groups based on two judges' scores, the second judge's pre-test ratings were also analyzed. Based on the already designated initially high functioning versus low functioning counselor trainee groups, the second judge's pre-test ratings for those groups also differed significantly ($t = 4.66$, $p < .01$). Averaging counselor trainees' pre-test ratings of the two judges, pre-test scores of initially high functioning counselor trainees

again differed significantly from pre-test scores of initially low functioning counselor trainees ($t = -6.22$, $p < .01$). These results suggest that use of a single judge's ratings to differentiate groups on initial level of functioning did not bias the composition of the groups. Statistical results indicated there was a significant difference between pre-test scores for the groups, whether using the single judge ratings or an averaged rating of the two judges. (See summary table in Appendix E, page 155 .)

Comparison of Counselor Trainee Averaged Ratings
and Overall Estimate Ratings

All analyses discussed in this chapter have utilized the "averaged response" ratings rather than the "overall estimate" ratings. The former rating was obtained by averaging the judge's ratings of each counselor trainee response. The latter rating was the judge's perception of the overall tape. Both ratings utilized the same definition and the same five point scale.

A correlation analysis indicated judges ranked the counselor trainee in a similar manner regardless of rating method used. These correlations are shown in Table 6.

TABLE 6
Correlations Between Counselor Trainees'
Averaged Response Ratings and Overall
Estimate Ratings

Rater	Pre-test r	Post-test r
Judge #1	.94**	.73**
Judge #2	.89**	.82**
Judge #3	.77**	.90**
Judge #4	.88**	.89**

** $p < .01$

Inter-Judge Correlations

As described in Chapter Three, two sets of judges were involved in this study. Judges #1 and #2 were asked to judge pre-test tapes for the purpose of differentiating groups on initial level of functioning. Judges #3 and #4 rated pre-test and post-test tapes for the purpose of assessing change in counselor trainee level of functioning.

A comparison of pre-test ratings of Judge #1 and Judge #2 (used for initial differentiation of groups) was performed utilizing a correlation analysis. Since the pre-test ratings for Judge #2 could not be used, this analysis determined how closely the two judges ranked the students. A pearson correlation of .85 was found, significant at the .01 level. This result indicates high agreement of the two judges in ranking counselor

trainees based on pre-test scores. This finding supports the t-test results discussed earlier, that if two judges' ratings had been used, the initial group differentiation would have been highly similar to that resulting from use of one judge's ratings.

Further correlation analyses were performed between pre-test scores of Judge #3 and Judge #4 and post-test scores of Judge #3 and Judge #4. Ratings of these judges were used to measure change in counselor trainee level of functioning. The pre-test correlation was .71 ($p < .01$) and the post-test correlation was .61 ($p < .01$), indicating adequate inter-rater reliability. The comparatively lower post-test r for judges' ratings suggested a perhaps greater variability in counselor trainee functioning on the post-test. If this assumption is valid, less consistent counselor trainee performance on the post-test might have made rating more difficult. Table 7 summarizes the correlation analyses.

TABLE 7
Correlations Between Judges' Ratings

Raters	Pre-test r	Post-test r
Judges #1 & #2	.85**	
Judges #3 & #4	.71**	.61**

** $p < .01$

Individual Supervisor Effects

The supervisor effect was controlled in the design through division of supervisor time between co-counseling and delayed feedback supervision and between high functioning and low functioning counselor trainees. A check was made to see if the supervisors had differentially affected counselor trainee change, regardless of supervision method employed or counselor trainee initial level of functioning. The study was designed to focus on effects of method and trainee on learning, requiring a constant supervisor variable. To see if trainees changed differentially according to the supervisor they worked under, a one-way analysis of variance was performed on the counselor trainee ($N = 24$) change scores. Table 8 shows the results.

TABLE 8
Difference in Counselor Trainee Change Scores
Based on Supervisor Group

Source	df	SS	MS	F
Between Groups	3	.238	.079	.979
Within Groups	20	1.619	.081	
Total	23	1.857		

There was no significant difference in counselor trainee change scores, based on the supervisor he worked under. This finding indicates the four supervisors had a constant effect on objectively measured counselor trainee learning.

Differences Between Pre-Test and Post-Test Rated
Level of Functioning for the Total Group

A t-difference test between counselor trainee pre-test and post-test ratings was performed to test null hypothesis number one: "There will be no significant difference between pre-test and post-test rated level of functioning for the total group." Table 9 shows results of the t-difference analysis.

TABLE 9
T-Test Comparison of Pre-Test and Post-Test Ratings
of Counselor Trainee Level of Functioning

	Pre-test	Post-test	t-diff
Mean	2.09	2.16	-1.31
SD	.43	.41	

The results show a slight and nonsignificant change in counselor trainee ratings from pre-test to post-test. The null hypothesis of no change was not rejected.

Differences Between Pre-Test and Post-Test Ratings
in Level of Functioning for Co-Counseling Trainees

A t-difference test was performed between pre-test and post-test scores for co-counseling trainees, to test null hypothesis number two: "There will be no significant difference in pre-test and post-test level of functioning for counselor trainees undergoing co-counseling supervision." Table 10 shows

the results of this analysis.

TABLE 10

T-Test Comparison of Pre-Test and Post-Test Ratings
of Co-Counseling Trainees' Level of Functioning

	Pre-test	Post-test	t-diff
Mean	2.06	2.18	-1.34
SD	.41	.41	

The results show post-test scores were slightly and non-significantly higher as compared to pre-test scores. The null hypothesis of no change was not rejected.

Difference Between Pre-Test and Post-Test Ratings in
Level of Functioning for Delayed Feedback Trainees

Null hypothesis number three states: "There will be no significant difference in pre-test and post-test levels of functioning for counselor trainees undergoing delayed feedback supervision." To test this hypothesis a t-difference test was performed, with the following results.

TABLE 11

T-Test Comparison of Pre-Test and Post-Test Ratings
of Delayed Feedback Trainees' Level of Functioning

	Pre-test	Post-test	t-diff
Mean	2.11	2.15	- .40
SD	.47	.42	

The t-difference test showed a nonsignificant rise in scores. The null hypothesis of no change was therefore not rejected.

Difference Between Pre-Test and Post-Test Ratings
for Initially High Functioning Counselor Trainees

A t-difference test assessed differences between pre-test and post-test scores of initially high functioning counselor trainees. This analysis tested null hypothesis number four: "There will be no significant difference between pre-test and post-test level of functioning for initially high functioning counselor trainees." Table 12 shows the results.

TABLE 12

T-Test Comparison of Pre-Test and Post-Test Level of Functioning for Initially High Functioning Counselor Trainees

	Pre-test	Post-test	t-diff
Mean	2.36	2.39	- .27
SD	.38	.41	

The results show post-test scores were nonsignificantly higher than pre-test scores for initially high functioning counselor trainees. The null hypothesis of no change was not rejected.

Differences Between Pre-Test and Post-Test Ratings in Level of Functioning for Initially Low Functioning Counselor Trainees

Null hypothesis number five states: "There will be no significant difference between pre-test and post-test levels of functioning for initially low functioning counselor trainees." A t-difference tested this hypothesis, with the following results.

TABLE 13

T-Test Comparison of Pre-Test and Post-Test
Level of Functioning of Initially Low
Functioning Counselor Trainees

	Pre-test	Post-test	t-diff
Mean	1.85	1.97	-1.66
SD	.32	.30	

There was a nonsignificant .12 points difference shown between pre-test and post-test scores for the initially low functioning group. The null hypothesis was not rejected.

For a summary table of the above t-tests, see Appendix E, page 155 .

Interaction Effects of Supervision Method and
Counselor Trainee Initial Level of Functioning

The last null hypothesis states: "There will be no significant interaction effect between Factor A, counselor trainee initial level of functioning and Factor B, type supervision method employed." According to this hypothesis, low functioning trainees would learn the same regardless of supervision method employed, as would high functioning trainees. A two-way analysis of variance tested the interaction effects. This analysis also tested differential change between co-counseling and delayed feedback groups and between initially high func-

tioning and initially low functioning groups. The latter were tests for main effects.

Table 14 shows the results of the two-way analysis of variance.

TABLE 14

Interaction and Main Effects of Type Supervision Method
Employed and Counselor Trainee Level of Functioning

Source	df	MS	F
Supervision Method	1,20	.038	.513
Counselor Trainee Level of Functioning	1,20	.052	.596
Supervision Method X Counselor Trainee Initial Level of Functioning	1,20	.038	.445

These results show no interaction effect between method of supervision employed and counselor trainee initial level of functioning. The results also confirmed the t-test results, that there was no significant differential change based on type of supervision method employed or initial level of counselor trainee functioning.

Results of Subjective Questionnaires

The questionnaires were used to examine the participants' perceptions of the experience they were undergoing. There was a particular interest in seeing whether perceptions differed

according to the participant's groups: co-counseling or delayed feedback and initially high functioning or low functioning counselor trainee.

The questionnaires were also used to compare counselor trainee and supervisor perceptions, when working under different supervisory methods, or when concerned with different levels of counselor trainee initial level of functioning.

Questionnaires were collected after the first and last supervisory sessions, and after each session with a trainee. Supervisors were assessed on each session. The variables were assessed using a five point scale, with five the positive value and one the negative value. This section presents only brief summaries of participant perceptions, since this information was not a part of the formal research design. The discussion will consist of how the participants viewed (1) the supervisor and (2) the counselor trainee.

The Supervisor

Supervisors received high ratings on their skill, helpfulness and acceptance when rated by themselves and by counselor trainees. The average rating for these three variables was 3.99 on the five point scale (five is high). The general ratings reflect a confidence of the supervisors in their ability to supervise and to provide an accepting atmosphere. The counselor trainees apparently agreed. Counselor trainees generally rated supervisors higher than did the supervisors themselves, averaging 4.43 on the five point scale. This higher

trainee rating trend might have resulted from a less stringent definition of the scale points by trainees, since the same trend is found in counselor trainee self-ratings (see next section).

The results suggest participants perceived little difference in the supervisors' manner from one type supervision method to another and in working with different levels of counselor trainees.

The questionnaire did tap initial doubts of the supervisor in use of the co-counseling method. Supervisors rated themselves significantly less skillful ($t = -2.76$, $p < .05$) in co-counseling supervision as compared to delayed feedback supervision, for the initial session only. No significant differences were found in supervisor self-ratings under co-counseling versus delayed feedback supervision for the final session, indicating doubts about co-counseling seem to have disappeared by the last session. However, supervisors' differential attitude toward themselves under the two methods may have influenced their effectiveness differentially, at least initially.

The Counselor Trainee

The counselor trainee was rated on six variables: (1) relaxation (2) confidence (3) understanding of the client (4) naturalness (5) counseling ability and (6) improvement in counseling skills. The trainee was rated on these variables for the first and last session, yielding a rough change measure.

Both supervisor and self-ratings were taken on the six variables. In addition, trainees were rated at the end of the project on overall counseling ability and improvement in counseling skills.

All items were rated on a five point scale in the following form:

Tense 1 2 3 4 5 Relaxed

On these scales, five always represented the positive value, one the negative value.

Counselor trainee self-ratings on the six variables for the first session ranged from a mean of 2.88 (confidence) to a mean of 3.96 (understanding of client). Final session ratings were higher for all six ratings, and significantly higher for relaxation ($t = -3.30$, $p < .01$), confidence ($t = 3.00$, $p < .01$), counseling ability ($t = -4.98$, $p < .01$) and improvement in counseling skills ($t = -3.42$, $p < .01$). As a total group, counselor trainees felt an improvement in themselves.

Supervisor ratings of counselor trainees ranged from a mean of 2.71 for confidence to a mean of 3.08 for understanding of the client. For the final session, supervisors rated counselor trainees higher on all six variables, with significantly higher scores on confidence ($t = -3.19$, $p < .01$) and naturalness ($t = -2.20$, $p < .05$). These findings suggest supervisors saw trainees improved in the personal presentation they made in the counseling session, as opposed to more skill-oriented qualities.

The ratings indicate that although supervisors saw change in the counselor trainees, these changes were not seen as great by the supervisors as by the counselor trainees themselves.

A one-way analysis of variance on counselor trainee ratings of self on the questionnaire showed self-ratings did not differ significantly according to the individual supervisor (i.e., no supervisor effect was evidenced).

Supervisor ratings of counselor trainees, and counselor trainee self-ratings were also compared across supervision groups and different levels of trainees. Across most questionnaire items, co-counseling trainees saw themselves significantly improved from first to last session, whereas delayed feedback trainees did not. Supervisors agreed with this assessment, rating co-counseling counselor trainees significantly improved on four of the six variables, and delayed feedback trainees significantly improved on none of the variables. The higher ratings for co-counseled trainees by themselves and supervisors may reflect a greater involvement in the supervision relationship in co-counseling supervision. This belief in growth might reflect qualities of the co-counseling situation, where the supervisor and trainee ratings are based on experiencing of processes which cannot easily be described by the counselor trainee in the delayed feedback situation.

Low functioning counselor trainees similarly rated themselves significantly higher from the first to last session on three of the six variables; however, supervisors did not agree

with the high ratings. A different picture then emerges of the relationship with low functioning trainees as contrasted with co-counseling supervisory relationships. Although low functioning trainees saw a growth in themselves, supervisors did not, resulting in consistently disparate ratings between the two groups for the final session and for overall performance.

The questionnaire results suggest low functioning trainees are feeling a change which cannot be observed or objectively measured; or they have limited self-awareness and ability for critical self-assessment, at least regarding participation in these counseling sessions.

Self-ratings and supervisor ratings of initially high functioning trainees showed both raters estimated positive change on all variables from the first to last session, with significant increases in five of the six questionnaire items.

In summary, results of the subjective ratings suggest participants were quite positive regarding their own feelings and skills in the sessions. Co-counseling trainees were perceived by themselves and supervisors as growing from first to last sessions, whereas delayed feedback trainees were not. High functioning trainees' supervisor and self-ratings agreed growth had occurred for this group. Supervisor ratings did not agree with low functioners' self-ratings, that growth had occurred on the variables.

Summary

Results of the t-difference tests and analysis of vari-

ance showed a nonsignificant growth occurred for the total group.

A nonsignificant rise of .04 points, from 2.11 to 2.15 on the five point scale was shown for the delayed feedback trainee ratings; a nonsignificant rise of .12 points, from 2.06 to 2.18 was shown for co-counseling trainees. Although neither change was significant, co-counseling trainees showed a greater change than delayed feedback trainees.

Low functioning trainees' scores rose a nonsignificant .10 points, from 1.85 to 1.95 and high functioning counselor trainees' scores rose a nonsignificant .02 points, from 2.36 to 2.39 on the five point scale, indicating low functioning trainees grew more than did high functioning trainees.

More change in low functioning trainees is an unexpected finding for a short term experiment¹ but the difference seems due to the minimal change on part of the high functioning trainees. Aside from hypotheses about overall lack of growth, it is possible high functioners were limited by the supervisors' level of functioning. If supervisor rated level of functioning is accurate, and if that level has indeed influenced the learning process, this factor might have influenced the high functioners' minimal change finding. Supervisors' mean rated level of functioning fell at 1.97 on the five point scale

¹Pierce, Richard, Robert Carkhuff and Bernard Berenson. "The Differential Effects of High and Low Functioning Counselors Upon Counselors-in-Training." Journal of Clinical Psychology, 1967, 23: 212 - 215.

for averaged response ratings and at 2.50 for overall estimate ratings. These ratings compare to high functioners' ratings of 2.36 on the pre-test and 2.39 on the post-test.

The supervisor ratings are estimated at only slightly higher levels than high functioners' ratings. Research findings cited in Chapter Two suggest supervisors who are functioning at high levels, and at levels higher than counselor trainees, are likely to produce change in those trainees. Therefore the comparatively low level of supervisor functioning, combined with the small difference in functioning level between supervisors and high functioning trainees may have been connected to minimal change by the high functioners.

According to the objective measures used in this study, little change occurred in counselor trainees' counseling skills. This result held for the total sample and for any breakdown of the experimental group: delayed feedback, co-counseling, initially high functioning and initially low functioning trainees.

These findings contrast the participants' view of counselor trainee functioning, that change did occur. Counselor trainees felt a growing confidence in themselves and an increasing comfortableness in the counseling and supervisory processes, which are certainly prerequisites, at least, to effective counseling. These subjective experiences did not, apparently, translate into objectively measured change, at least within the limited time of this experiment.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Problem

This research has focused on two broad variables affecting the supervisory relationship: the supervision method employed and the type trainee involved.

Research trends have suggested that supervision orientations which incorporate both relationship and didactic elements will enhance counselor trainee learning. One such attempt to integrate both elements into supervision is co-counseling supervision.

Further research trends have centered on broad trainee characteristics, suggesting trainee level of functioning may be an influencing factor on learning in the supervisory process.

These trends suggest further study of integrated supervision methods such as co-counseling, and level of trainee functioning, is warranted, in the search for relevant variables in effective supervision.

Purpose

One purpose of this research is the continued investigation of the co-counseling method of supervision in comparison to delayed feedback supervision.

Two attempts have been made to study the effects of co-counseling supervision on the learning of the trainee.^{1, 2}

However, they have not examined the possible effects of level of trainee functioning. Therefore a second purpose of this research is to examine the interaction of level of trainee functioning in relation to differential methods of supervision.

Further knowledge of the relative efficiency of co-counseling supervision, especially as it relates to level of trainee functioning, has broad implications for increased efficiency in effective supervision. In addition to general advantages of saving supervisor time, heightening trainee functioning and reducing anxiety and threat in the supervisory relationship, additional implications might be gleaned relative to possible matching of trainees to more effective supervisory paradigms.

Hypotheses

The main effects of type of supervision and initial level of trainee functioning, as well as integration effects of these two factors, were tested under the following null hypotheses.

1. There will be no significant difference between pre-test and post-test rated level of functioning for the total group.

¹Silverman, Manuel S. and Philip Quinn. "Co-Counseling Supervision in Practicum." Counselor Education and Supervision, 1974, 13: 256 - 260.

²Thielen, Bernard. "Immediate Effects of an Abbreviated Co-Counseling Supervision Approach in Teaching Empathic Skills to Counselors-in-Training." Ann Arbor: University Microfilms, 1970.

2. There will be no significant difference between rated pre-test and post-test level of functioning for counselor trainees undergoing co-counseling supervision.

3. There will be no significant difference between rated pre-test and post-test level of functioning for counselor trainees undergoing delayed feedback supervision.

4. There will be no significant difference between rated pre-test and post-test level of functioning for initially high functioning counselor trainees.

5. There will be no significant difference between rated pre-test and post-test level of functioning for initially low functioning counselor trainees.

6. There will be no significant interaction effects between Factor A, counselor trainee initial level of functioning and Factor B, type of supervision method employed.

Population

The subjects for this study were twenty-four counselor trainees taking didactic courses in counselor education at Loyola University in summer 1974. This sample was divided initially into high and low functioning counselor trainee groups, as well as co-counseling and delayed feedback groups, to yield four experimental groups: high functioning co-counseling, high functioning delayed feedback, low functioning co-counseling and low functioning delayed feedback.

The experimental design is represented by the following diagram.

		<u>Type of Supervision</u>	
		Co-Counseling	Delayed Feedback
<u>Counselor Trainee Level of Functioning</u>	High	C H A N G E	
	Low	S C O R E S	

Instrument

Carkhuff's Scale for Gross Ratings of Facilitative Interpersonal Functioning³ was used to rate counselor trainee level of functioning. This scale has been extensively investigated in connecting counselor trainee functioning with various effectiveness outcomes and in correlation with relevant personality dimensions. Further critical assessments of the Carkhuff scales support their validity and reliability.

Procedure

Steps taken prior to the actual experimental period are as follows.

1. Selection of and orientation for clients. Ten coached clients included high school and college students and housewives. These coached clients each worked with a number of the

³Carkhuff, Robert. Helping and Human Relations. (New York: Holt, Rinehart and Winston, 1969), Vol. I.

counselor trainees for a maximum of two sessions with each trainee. Each client worked across supervision methods and supervisors, for maximum control of client effect.

2. Selection and training of judges. Two sets of judges participated. The first set was made up of two Ph.D. experienced counselors. Ratings taken by these judges were used to differentiate initially high versus low functioning counselor trainees, prior to beginning of treatment. The second set of judges was made up of two experienced counselors who were M.A.'s and advanced doctoral candidates. The ratings of the second set of judges were used to assess change in counselor trainee level of functioning. Judges participated in a three hour discrimination training session.

3. Selection and training of supervisors. Four advanced doctoral candidates and experienced counselors served as supervisors. Two supervisors had also had direct experience in supervising practicum students. The supervisors participated in a three and one-half hour training program in the two supervision methods: co-counseling and delayed feedback. Supervisors worked under both supervision methods and with both initially high functioning and initially low functioning counselor trainees.

The following steps made up the experimental procedure.

1. Pre-test. Counselor trainees participated in a ten minute recorded session with a coached client.

2. Differentiation of initially high versus low functioning counselor trainee groups. The taped interviews were coded and delivered to the first set of judges for rating. Judges rated each counselor response utilizing the Carkhuff Scale for Gross Rating of Interpersonal Functioning. Judges also rated the overall tape. Counselor trainee subjects were ordered on a list according to their rated level of functioning. Subjects falling below the median (1.42 or lower on the five point scale) were designated initially low functioning counselor trainees. Subjects placing above the median (1.46 or above) were designated initially high functioning trainees. To differentiate supervision treatment groups, every other person on the list was designated to participate in co-counseling supervision, the alternate person in delayed feedback supervision.

3. Treatment. Counselor trainees participated in four counseling sessions and four supervisory sessions. One-half of the initially low functioning counselor trainees and one-half of the initially high functioning counselor trainees participated in co-counseling supervision; the remainder participated in delayed feedback supervision.

4. Post-test. The post-test procedure was identical to the pre-test, where counselor trainees were cast in the helping role in ten minute coached client sessions.

5. Questionnaires. Participants filled out questionnaires regarding subjective experiences they were having. This

information was supplemental, rather than an integral part of the research design. Participants rated supervisors and counselor trainees on skill and personal qualities, as they perceived them occurring in counseling and supervision.

6. Determination of change. Pre-test and post-test tapes were mixed and coded and delivered to the second set of judges. These judges rated each counselor response according to Carkhuff's Scale for Gross Rating of Interpersonal Functioning. The individual response ratings were then averaged for a total rating. The trainee's final scores was an average of the two judges' ratings. Difference scores were obtained by subtracting the trainee's pre-test scores from his post-test scores.

7. Analysis of data. To test the six hypotheses, t-difference comparisons were run on pre-test and post-test scores for the total group, the delayed feedback, co-counseling, initially high functioning and initially low functioning groups. A two-way analysis of variance tested interaction effects of supervision method and counselor trainee initial level of functioning. The main effects of the analysis of variance also compared change for the above named groups.

T-test comparisons were performed on questionnaire items to compare scores of various groups: supervisor versus counselor trainee ratings, co-counseling versus delayed feedback ratings and initially high functioning versus initially low functioning ratings.

Findings

Results of the statistical analyses showed that none of the six null hypotheses were rejected. The total group as well as subgroups showed slightly and nonsignificantly higher post-test ratings compared to pre-test ratings. The t-difference test comparisons showed no significant differences between pre-test and post-test measures for the following groups: co-counseling, delayed feedback, initially high functioning trainees and initially low functioning trainees. The main effects analysis of the two-way analysis of variance supported the t-test findings, that no significant difference had occurred when comparing groups. The two-way analysis of variance also showed no interaction effects between type of supervision method employed and counselor trainee initial level of functioning.

An analysis of supervisor and counselor trainee ratings by questionnaire items showed the counselor trainees as a total group felt growth had occurred in counseling skills and related qualities. When broken into subgroups, both co-counseling self and supervisor ratings showed significant change from first to last sessions, whereas delayed feedback ratings did not change significantly. Low functioning counselor trainees saw significant increases on most self-ratings, while supervisors saw them as essentially unchanged. These results suggest that for the total group subjective changes seem to have occurred but were not measurable by the instrument selected for the objective ratings.

Conclusions

The nonsignificant change patterns revealed by this study may be connected to a combination of factors.

1. First, the low supervisor level of functioning, if accurately assessed by the judges' ratings, may not have been at desirable levels for eliciting maximum counselor trainee growth. The supervisors were selected on the basis of appropriate background and experience level. Subsequent ratings suggested a somewhat low level of functioning (1.97 for mean averaged response ratings and 2.50 for overall estimate ratings). If the cited research findings are true, supervisor level of functioning can and did affect counselor trainee learning in supervision. The level of functioning variable is connected to the supervisor's ability to model facilitative behavior as well as flexibility in response. Possible restricted levels of these inputs by supervisors may have had limiting effects on counselor trainee learning. The low level of supervisor functioning may not have allowed full testing of the hypotheses under study.

2. Second, the supervisor's attitude toward the co-counseling mode of supervision may have led to a different use of this method than outlined in the training. Questionnaire responses indicated supervisors felt unsure in the co-counseling situation, particularly in the beginning. This uncertainty may have limited the learning process in a variety of ways. For example, feedback from supervisors indicated they were often

unwilling to interrupt a session to give positive feedback. Therefore it is possible co-counselors received less positive feedback and support than did delayed feedback trainees, particularly regarding specific responses they had made. In another example, one supervisor stated she felt somewhat an intruder in the co-counseling sessions throughout the project. Such feelings on the part of the supervisor could lower her effectiveness level. These findings seem to confirm literature findings, that the extent of the supervisor's belief in the method he uses is linked to his effectiveness.

3. Although two distinct counselor trainee levels of functioning could be determined for this sample, the overall group showed heavy weighting on the low end of the five point scale. The literature suggests that low functioning trainees may learn more slowly than high functioning trainees, particularly over short periods of time, as in this study. The counselor trainee overall low level of functioning may have combined with effects of short treatment time, to produce minimal positive change.

4. A fourth contributing factor to the neutral results may lie again in the counselor trainee variable. If Carkhuff's findings⁴ are true, low functioning trainees are likely to lack both (a) discrimination and (b) communication skills. If the gross ratings are connected to discrimination as well as commu-

⁴Carkhuff, Helping and Human Relations.

nication skills, the subjects in this sample may have had limited ability in discriminating effective counselor responses. This lack would particularly have limited co-counseling trainees, who learn by direct observation. If discrimination level is low, the counselor trainee cannot select the relevant supervisor behaviors to imitate out of the complex interaction. Further, since he is learning, he cannot be expected to imitate multiple new behaviors. Several counselor trainee comments supported the hypothesis that, at their prepracticum level, they had difficulty selecting relevant behaviors to imitate.

5. Significant changes on many subjective ratings indicated counselor trainees as a total group felt more comfortable and confident in the role of counselor as a result of the counseling and supervisory sessions.

6. Counselor trainee self ratings and their supervisors' ratings agreed change had occurred in the co-counseling trainees on many variables, but not the delayed feedback trainees. This finding suggests differences exist in the supervisory relationship built through the two methods, with the co-counseling relationship perhaps fostering somewhat more acceptance of and belief in the counselor trainee. It also suggests delayed feedback supervisory methods may encourage a more analytical or didactic approach to the trainee and his counseling. In addition, according to the questionnaire responses, co-counseling seems to have furthered feelings of competence and comfortableness in trainees whereas delayed feedback supervision did not. This

finding supports Thielen's⁵ finding that co-counseling fostered positive change in self-concept whereas a didactic method did not.

7. The combined results suggest the time period of the study allowed time for the trainee to become more comfortable and confident with the role of counselor, qualities which may be expected to enhance learning at the practicum level. The time limit appears to have been too short to extend supervision processes past the relationship building phase into a concentrated skills acquisition phase.

8. Finally, the limited experience level of the supervisors may have limited their flexibility of response within the supervisory relationship.

Recommendations

1. Study of co-counseling supervision under an extended time frame is still recommended. Although this recommendation was made as a result of the Silverman and Quinn⁶ study, practical considerations did not allow an extension for this study. A greater number of sessions over a semester (or more) time would likely allow the supervisory relationship to develop past a relationship building phase into a skills acquisition phase, allowing possible treatment effects to become evident.

2. Several recommendations can be made regarding the su-

⁵Thielen.

⁶Silverman and Quinn.

pervisor effect. Supervisors should be selected on multiple criteria, including experience in both counseling and supervision and pre-rated levels of functioning. Once selected, more extensive training periods in co-counseling supervision would be an initial step, at least, toward increasing supervision comfort with this method. These recommendations are based in the findings of this and previous studies, that supervisor flexibility, level of functioning and belief in his method influence supervision effectiveness.

3. Further study of the effect of the counselor trainees' level of functioning on learning in the supervisory relationship is recommended. Results of this study suggest the relatively low level of functioning of the entire sample may have influenced the minimal change results, in accordance with previous findings in the literature. Future research regarding supervisory process might well control or account for effects of this variable on counselor trainee learning.

4. Further research on co-counseling might incorporate discrimination and communication training prior to supervision, or provide narrow and explicitly stated behavioral objectives for the sessions, particularly if low functioning trainees are involved. The results of this study suggest low functioning trainees have difficulty discriminating relevant behaviors to imitate in co-counseling. Such previous training, even if brief, could greatly enhance counselor trainee learning.

The results of this study illustrate well that complex

factors influence effectiveness in supervision. The overall results add to the growing body of research which suggests multiple variables contribute to the effectiveness of the supervision process.

Trainee, supervisor and program variables are all meaningful variables for focus of future research. Just as these "parts" have been studied in the past, now a promising research direction is toward studying the interaction of these parts as they are integrated into an effective supervisory process.

BIBLIOGRAPHY

Books

- Carkhuff, Robert. Helping and Human Relations. (New York: Holt, Rinehart and Winston, 1969), Vol. I.
- Cottle, William C. Beginning Counseling Practicum. (New York: Grune and Stratton, 1973), pp. 1 - 49.
- Ivey, Allen. Microcounseling. (Springfield: Charles C. Thomas, 1971).
- Parker, Clyde (Ed.) Counseling Theories and Counseling Education. (New York: Houghton-Mifflin, 1968), pp. 1 - 18.
- Truax, Charles and Robert Carkhuff. Toward Effectiveness in Counseling and Psychotherapy. (Chicago: Aldine Press, 1967).

Articles

- Altucher, Nathan. "Constructive Use of the Supervisory Relationship." Journal of Counseling Psychology, 1967, 14: 165 - 170.
- Anthony, William A. "The Relationship Between Human Relations Skills and an Index of Psychological Adjustment." Journal of Counseling Psychology, 1973, 20: 489 - 490.
- Anthony, William A. and Robert Carkhuff. "Effects of Training on Rehabilitation Counselor Trainee Functioning." Rehabilitation Counseling Bulletin, 1970, 13: 333 - 342.
- Anthony, William A. and Harold Wain. "Two Methods of Selecting Prospective Helpers." Journal of Counseling Psychology, 1971, 18: 157 - 165.
- Arbuckle, Dugald. "The Learning of Counseling: Process Not Product." Journal of Counseling Psychology, 1963, 10: 163 - 168.
- Arbuckle, Dugald. "Supervision: Learning Not Counseling." Journal of Counseling Psychology, 1965, 12: 90 - 94.

- Belluci, JoAnn Elizabeth. "Microcounseling and Imitation Learning: A Behavioral Approach to Counselor Education." Counselor Education and Supervision, 1972, 12: 88 - 97.
- Bergin, Allen and Lawrence Jasper. "Correlates of Empathy in Psychotherapy: A Replication." Journal of Abnormal Psychology, 1969, 74: 477 - 481.
- Birk, Janice. "Effects of Counseling Supervision Method and Preference on Empathic Understanding." Journal of Counseling Psychology, 1972, 19: 542 - 546.
- Bizzell, Daniel. "Counselor Trainees' Level of Actualization and its Relationship to Interpersonal Communication." Dissertation Abstracts International, 1972, 33 (4 - A): 1428.
- Blane, Stephen. "Immediate Effect of Supervisory Experiences on Counselor Candidates." Counselor Education and Supervision, 1968, 8: 39 - 44.
- Blocher, Donald. "Counselor Education: Facilitating the Development of a Helping Person." Clyde E. Parker (Ed.) Counseling Theories and Counselor Education. (Boston: Houghton-Mifflin, 1968), pp. 133 - 144.
- Blocher, Donald and Patricia Wolleat. "Some Relations to Zifferblatt and a Report of a Practical Attempt at the Development and Evaluation of a Counselor Education Model." Counseling Psychologist, 1972, 3 (4, pt. 2): 35 - 55.
- Bordin, John. "The Efficacy of Short-Term Group Empathy Training Upon the Communication of Empathic Understanding of Non-professionals." Dissertation Abstracts International, 1971, 31 (9 - A): 4450.
- Butler, Edward R. and James Hansen. "Facilitative Training: Acquisition, Retention and Modes of Assessment." Journal of Counseling Psychology, 1973, 20: 60 - 65.
- Canada, Richard. "Immediate Reinforcement Versus Delayed Reinforcement in Teaching a Basic Interview Technique." Journal of Counseling Psychology, 1972, 20: 395 - 398.
- Carkhuff, Robert. "Critical Variables in Effective Counselor Training." Journal of Counseling Psychology, 1969, 16: 238 - 245.
- Carkhuff, Robert. "Helper Communication as a Function of Help-ee Affect and Content." Journal of Counseling Psychology, 1969, 16: 126 - 131.

- Carkhuff, Robert. "New Directions in Training for the Helping Professions: Toward a Technology for Human and Community Resource Development." Counseling Psychology, 1972, 3 (3): 12 - 30.
- Carkhuff, Robert. "Toward a Comprehensive Model of Facilitative Processes." Journal of Counseling Psychology, 1967, 14: 67 - 72.
- Carkhuff, Robert and Mac Alexik. "Effects of Client Depth of Self-Exploration Upon High and Low Functioning Counselors." Journal of Counseling Psychology, 1967, 14: 350 - 355.
- Carkhuff, Robert, Tom Collingwood and Lauri Renz. "The Effects of Didactic Training Upon Trainee Level of Discrimination and Communication." Journal of Clinical Psychology, 1969, 15: 460 - 461.
- Carkhuff, Robert, Daniel Kratochvil and Theodore Friel. "Effects of Professional Training: Communication and Discrimination of Facilitative Conditions." Journal of Counseling Psychology, 1968, 15: 68 - 74.
- Clark, Mary. "The Effects of Supervisors' Verbal Reinforcements Upon Counselor Trainees' Verbal Behavior." Dissertation Abstracts International, 1970, 30 (9 - A): 3718.
- Carlson, Keith. "Increasing Verbal Empathy as a Function of Feedback and Instruction." Counselor Education and Supervision, 1974, 13: 208 - 213.
- Congram, Carole Ann. "Supervisor Behavior in Counselor Education: The Relationship of Goal Orientation, Time and Supervisee Lead." Dissertation Abstracts International, 1970, 31 (2 - A): 606.
- Dahmen, Lewis A. "A Cognitive-Affective Model For Fostering Congruence, Empathy and Positive Regard in Counselor Trainees." Dissertation Abstracts International, 1967, 28 (5 - A): 1676.
- Dalton, Raymond, Lloyd Sundblad and Kenneth Hylbert. "An Application of Principles of Social Learning to Training in Communication of Empathy." Journal of Counseling Psychology, 1973, 20: 378 - 383.
- Davidson, Terrence and Edmund Emmer. "Immediate Effect of Supportive and Nonsupportive Supervisor Behavior on the Counselor Candidate's Focus of Concern." Counselor Education and Supervision, 1966, 6: 27 - 30.

- Delaney, Daniel. "A Behavioral Model for the Practicum Supervision of Counselor Candidates." Counselor Education and Supervision, 1972, 12: 46 - 50.
- Delaney, Daniel, Thomas Lang, Michael Masucci and Harold Moses. "Skill Acquisition and Perception Change of Counselor Candidates During Practicum." Counselor Education and Supervision, 1969, 8: 273 - 283.
- Delaney, Daniel and James Moore. "Student Expectations of the Role of Practicum Supervisor." Counselor Education and Supervision, 1966, 6: 11 - 17.
- DiCarlo, Salvatore. "Supervisor Style, Counselor Expectations for Supervision and Counselor Exploration in Supervision." Dissertation Abstracts International, 1972, 32 (6 - A): 3023.
- DiMattia, Dominic and Jules Zimmer. "Comparison of Training Devices for Teaching Emotional Discrimination." Counselor Education and Supervision, 1972, 12: 17 - 23.
- Dreikurs, Rudolf. "Techniques and Dynamics of Multiple Psychotherapy." Psychiatric Quarterly, 1950, 24: 788 - 799.
- Dreikurs, Rudolf and Manford Sonstegard. "A Specific Approach to Practicum Supervision." Counselor Education and Supervision, 1966, 6: 18 - 25.
- Eisenberg, Sheldon and Daniel Delaney. "Using Video Simulation of Counseling for Training Counselors." Journal of Counseling Psychology, 1970, 17: 15 - 19.
- Elliot, Glenda. "The Effects of the T-Group Method Upon the Communication and Discrimination Skills of Counselor Trainees." Dissertation Abstracts International, 1972, 32 (9 - A): 4944.
- Ferry, Robert Dean. "Philosophical Beliefs of Counselor Candidates and Counselor Education." Dissertation Abstracts International, 1971, 31 (3 - A): 174.
- Forsleff, Louise Peterson. "A Study of Counselor-Supervisor and Counselor-Client Dyadic Relationships." Dissertation Abstracts International, 1967, 28 (5 - A): 1677.
- Foulds, Melvin. "Self-Actualization and the Communication of Facilitative Conditions During Counseling." Journal of Counseling Psychology, 1969, 16: 132 - 136.

- Friel, Ted, Dan Kratochvil and Robert Carkhuff. "The Effects of the Manipulation of Client Depth of Self-Exploration Upon Helpers of Different Training and Experience." Journal of Clinical Psychology, 1968, 14: 247 - 249.
- Gazda, George. "Response: Reactions to the Models of Zifferblatt, Blocher and Wolleat and Carkhuff." Counseling Psychologist, 1973, 4: 116 - 118.
- Glenn, Kathryn. "Self-Understanding as an Aspect of Counselor Education and as a Factor in Job Performance." Dissertation Abstracts International, 1967, 28 (6 - A): 2135 - 2136.
- Guttmann, Julius and Richard Haase. "Generalization of Micro-counseling Skills from Training Period to Actual Counseling Setting." Counselor Education and Supervision, 1972, 12: 98 - 107.
- Haase, Richard, Dominic DiMattia and Mary Guttmann. "Training of Support Personnel in Three Human Relations Skills: A Systematic One Year Follow-Up." Counselor Education and Supervision, 1972, 11: 194 - 199.
- Haigh, Gerard. "Alternative Strategies in Psychotherapy Supervision." Psychotherapy: Theory, Research and Practice, 1965, 2: 42 - 43.
- Haigh, Gerard and Bill Kell. "Multiple Therapy as a Method for Training and Research in Psychotherapy." Journal of Abnormal Social Psychology, 1950, 45: 659 - 666.
- Hamacheck, Joan. "Effects of Individual Supervision on Selected Affective and Cognitive Characteristics of Counselors-in-Training: A Pilot Study." Dissertation Abstracts International, 1971, 32 (6 - A): 3027.
- Hansen, James and Edwin Barker. "Experiencing and the Supervisory Relationship." Journal of Counseling Psychology, 1964, 11: 109 - 111.
- Hart, Gordon. "A Programmed Approach to Increased Counselor Open-Mindedness." Journal of Counseling Psychology, 1973, 20: 569 - 570.
- Heck, Melvin. "A Comparative Study of Group and Individual Approaches to the Cognitive and Affective Dimensions of the Counseling Practicum." Dissertation Abstracts International, 1971, 31 (7 - A): 3267.
- Hefele, Thomas and Michael Hurst. "Interpersonal Skill Measurement: Precision, Validity and Utility." Counseling Psychologist, 1972, 3: 62 - 70.

- Heiserman, Mary. "The Effect of Experiential-Videotape Training Procedures Compared to Cognitive-Classroom Teaching Methods on the Interpersonal Communication Skills of Juvenile Court Caseworkers." Dissertation Abstracts International, 1972, 32 (9 - A): 4949.
- Hoenigmann, Bert. "The Two-Headed Counselor." Personnel and Guidance Journal, 1969, 48: 144 - 146.
- Horan, John. "Behavioral Goals in Systematic Counselor Education." Counselor Education and Supervision, 1972, 11: 162 - 170.
- Hurst, James. "The Comparative Effectiveness of Two Experimental Counselor Training Procedures." Dissertation Abstracts International, 1967, 27 (8 - A): 2393 - 2394.
- Ivey, Allen. "Counseling: The Innocent Profession, or Fiddling While Rome Burns." Counseling Psychologist, 1973, 4: 111 - 115.
- Johnston, Joseph and Norman Gysbers. "Essential Characteristics of a Supervisory Relationship in Counseling Practicum." Counselor Education and Supervision, 1967, 6: 335 - 340.
- Johnston, Joseph and Norman Gysbers. "Practicum Supervisory Relationships: A Majority Report." Counselor Education and Supervision, 1966, 6: 3 - 10.
- Jones, Joanna. "Preferences of Counselor Trainees for Method of Supervision." Dissertation Abstracts International, 1969, 30 (4 - A): 1433 - 1434.
- Kadushin, Alfred. "Games People Play in Supervision." Social Work, 1968, 13: 23 - 32.
- Kratochvil, Daniel, David Aspy and Robert Carkhuff. "The Differential Effects of Absolute Level and Direction of Growth in Counselor Functioning Upon Client Level of Functioning." Journal of Clinical Psychology, 1967, 23: 216 - 217.
- Kurtz, Robert. "A Comparison of Different Approaches to the Measurement of Counselor Empathy in Personal Counseling." Dissertation Abstracts International, 1971, 31 (11 - A): 5768 - 5769.
- Lambert, Michael. "Supervisory and Counseling Process: A Comparative Study." Dissertation Abstracts International, 1971, 32 (6 - B): 3642.

- Leitner, Lewis. "Role Modeling as an Assessment of Counselor Interpersonal Skills." Journal of Clinical Psychology, 1973, 29: 110 - 111.
- Lennon, William. "A Study of the Effects of Counseling Practicum Supervisor Offered Facilitative Conditions of Supervisee Self-Exploration." Dissertation Abstracts International, 1973, 34 (1 - A): 136 - 137.
- Lin, Tien-Teh. "Counseling Relationship as a Function of the Counselor's Self Confidence." Journal of Counseling Psychology, 1973, 20: 293 - 297.*
- Lister, James. "Counselor Experiencing: Its Implications for Supervision." Counselor Education and Supervision, 1966, 5: 55 - 60.
- Lott, George. "Multiple Psychotherapy: The Efficient Use of Psychiatric Treatment and Training Time." Psychiatric Quarterly Supplement, 1957, 31: 276 - 293.
- Lott, George. "The Training of Non-Medical Cooperative Psychotherapists by Multiple Psychotherapy." American Journal of Psychotherapy, 1952, 6: 440 - 448.
- Mallars, Patricia. "Differences in Team and Standard Approaches to Counselor Education." Personnel and Guidance Journal, 1968, 46: 981 - 983.
- Martin, Carol. "Video Tape Analysis of Three Variations in Supervised Counseling Practicum Experience." Dissertation Abstracts International, 1967, 27 (11 - A): 3696.
- Martin, Donald and George Gazda. "A Method of Self-Evaluation for Counselor Education Utilizing the Measurement of Facilitative Condition." Counselor Education and Supervision, 1970, 9: 87 - 92.
- Martin, James C. and Robert Carkhuff. "Changes in Personality and Interpersonal Functioning of Counselors-in-Training." Journal of Clinical Psychology, 1968, 14: 109 - 110.
- Matthews, David. "The Relationship of Two Methods of Supervision and Levels of Dogmatism to Counselor Effectiveness." Dissertation Abstracts International, 1974, 35 (5 - A): 2690.
- Mazer, Gilbert. "Practicum Supervisors: Good Guys and Bad Guys." Counselor Education and Supervision, 1968, 7: 147 - 149.

- McWhirter, Jeffries. "Two Measures of the Facilitative Conditions: A Correlation Study." Journal of Counseling Psychology, 1973, 20: 317 - 320.
- Mesanic, Robert. "An Experimental Investigation Into the Training of Empathic Skills in Groups of Resident Assistants." Dissertation Abstracts International, 1972, 32 (9 - A): 4958.
- Miller, Dean and E. R. Oetting. "Students React to Supervision." Counselor Education and Supervision, 1966, 6: 73 - 74.
- Miller, Nancy. "The Effects of Video-Tape Procedures on Counselor Trainee's Responses." Dissertation Abstracts International, 1971, 32 (1 - A): 183 - 184.
- O'Connor, Blaine. "Behaviors Perceived by Rehabilitation Counseling Interns and Agency Supervisors to be Associated with Effective and Ineffective Supervision in Clinical Practice." Dissertation Abstracts International, 1972, 33 (1 - A): 161.
- Pagell, William, Robert Carkhuff and Bernard Berenson. "The Predicted Differential Effects of the Level of Functioning of Outpatients." Journal of Clinical Psychology, 1967, 23: 510 - 512.
- Passons, William and Glen Day. "Counselor Candidate Personal Change and the Communication of Facilitative Conditions." Counselor Education and Supervision, 1972, 12: 57 - 62.
- Patterson, C. H. "Supervising Students in the Counseling Practicum." Journal of Counseling Psychology, 1964, 11: 47 - 53.
- Payne, Paul and Dennis Gralinski. "Effects of Supervisor Style and Empathy on Counselor Perceptions in Simulated Counseling." Personnel and Guidance Journal, 1969, 48: 557 - 563.
- Payne, Paul, Stephen Weiss and Richard Kapp. "Didactic, Experiential and Modeling Factors in the Learning of Empathy." Journal of Counseling Psychology, 1972, 19: 425 - 429.
- Payne, Paul, Donna Winter and Glenn Bell. "Effects of Supervisor Style on the Learning of Empathy in a Supervision Analogue." Counselor Education and Supervision, 1972, 11: 262 - 268.
- Perkins, Susan and Donald Atkinson. "Effect of Selected Techniques for Training Resident Assistants in Human Relation Skills." Journal of Counseling Psychology, 1973, 20: 81 - 90.

- Perry, Martha. "Didactic Instructions for and Modeling of Empathy." Dissertation Abstracts International, 1971, 32 (1 - B): 568.
- Phillips, Shirley. "Self/Ideal Value Congruence and Its Relationship to Self-Actualization and Counseling Effectiveness Among Selected Counselor Trainees." Dissertation Abstracts International, 1974, 35 (4 - A): 1987 - 1988.
- Piaget, Gerald, Bernard Berenson and Robert Carkhuff. "Differential Effects of the Manipulation of Therapeutic Conditions by High and Moderate Functioning Therapists on High and Low Functioning Clients." Journal of Consulting Psychology, 1967, 31: 481 - 486.
- Pierce, Richard, Bernard Berenson and Robert Carkhuff. "The Differential Effect of High and Low Functioning Counselors Upon Counselors-in-Training." Journal of Clinical Psychology, 1967, 23: 212 - 215.
- Pierce, Richard and Paul Schauble. "Graduate Training of Facilitative Counselors: The Effects of Individual Supervision." Journal of Counseling Psychology, 1970, 17: 210 - 214.
- Pierce, Richard and Paul Schauble. "Toward the Development of Facilitative Counselors: The Effects of Practicum Instruction and Individual Supervision." Counselor Education and Supervision, 1971, 11: 83 - 89.
- Rank, Richard, C. E. Thoresen and Richard Smith. "Encouraging Counselor Trainee Affective Group Behavior by Social Modeling." Counselor Education and Supervision, 1972, 11: 270 - 278.
- Reddy, W. Brendan. "Effects of Immediate and Delayed Feedback on the Learning of Empathy." Journal of Counseling Psychology, 1969, 16: 59 - 62.
- Reddy, W. Brendan. "The Qualitative Aspects of Feedback in Learning Empathy." Counselor Education and Supervision, 1969, 8: 176 - 181.
- Richards, Jerry D. "The Effects of Cognitive Style Sets of Flexibility on Counselor Perception: Field Dependence and Repression-Sensitization in Relation to Empathic Accuracy." Dissertation Abstracts International, 1971, 32 (4 - A): 1865.
- Rosenberg, Louis, Sam Rubin and Hilda Finzi. "Participant-Supervision in the Teaching of Psychotherapy." American Journal of Psychotherapy, 1968, 22: 280 - 295.

- Ruble, Ronald and Dean Gray. "Student-Centered Approaches to Practicum Supervision." Counselor Education and Supervision, 1968, 7: 143 - 144.
- Shapiro, Jerrold and Tim Gust. "Counselor Training for Facilitative Human Relationships." Counselor Education and Supervision, 1974, 13: 198 - 205.
- Sherwin, Richard Jack. "Three Variations in Supervised Practicum Compared Among Groups in Relation to Categorized Counselor Responses, Ratings of Overall Effectiveness, and Counselee Interview Ratings." Dissertation Abstracts International, 1967, 27 (10 - A): 3292 - 3293.
- Silverman, Manuel S. "Practicum Perceptions of Initial Interview: Client-Counselor Divergence." Counselor Education and Supervision, 1973, 158 - 161.
- Silverman, Manuel S. "Perceptions of Counseling Following Differential Practicum Experiences." Journal of Counseling Psychology, 1972, 19: 11 - 15.
- Silverman, Manuel S. and Philip Quinn. "Co-counseling Supervision in Practicum." Counselor Education and Supervision, 1974, 13: 256 - 260.
- Sperekas, Nicole Beth. "An Analysis of the Verbal Responses of Practicum Supervisors." Dissertation Abstracts International, 1970, 30 (9 - A): 3741 - 3742.
- Sundblad, Lloyd M. "The Relationship of Interpersonal Attraction, Experience and Supervisor's Level of Functioning in Dyadic Rehabilitation Counseling Supervision." Dissertation Abstracts International, 1971, 32 (3 - A): 1284.
- Truax, Charles. "An Approach to Counselor Education." Counselor Education and Supervision, 1970, 10: 4 - 15.
- Truax, Charles, Robert Carkhuff and Frank Kodman. "Relationships Between Therapist-Offered Conditions and Patient Change in Group Psychotherapy." Journal of Clinical Psychology, 1965, 21: 327 - 329.
- Van Atta, Ralph. "Co-Therapy as a Supervisory Process." Psychotherapy: Therapy, Research and Practice, 1969, 6: 137 - 139.
- Van der Veen, Ferdinand. "Effects of the Therapist and the Patient on Each Other's Therapeutic Behavior." Journal of Consulting Psychology, 1965, 29: 19 - 26.

- Vitalo, Raphael. "Effects of Facilitative Interpersonal Functioning in a Conditioning Paradigm." Journal of Counseling Psychology, 1970, 17: 141 - 144.
- Wagner, Richard L. "Supervisor Behaviors Directed Toward Trainee Performance of Facilitative Conditions." Dissertation Abstracts International, 1972, 32 (10 - A): 5557.
- Whyte, Edward. "The Effect of Counseling on the Counselor Himself: A Study of the Development of the Conditions of Empathy, Warmth and Congruence." Dissertation Abstracts International, 1972, 32 (10 - A): 5558.
- Wolstein, Benjamin. "Supervision as Experience." Contemporary Psychoanalysis, 1972, 8: 165 - 172.
- Zytowski, Donald and Ellen Betz. "Measurement in Counselor Research: A Review." Counseling Psychologist, 1972, 3: 72 - 86.
- Wilkinson, William. "An Investigation of Introjection in the Supervisor-Trainee Relationship During Counseling Practicum." Dissertation Abstracts International, 1966, 27 (7 - A): 2053.

Unpublished Materials

- Lewis, Gloria. "Approaches to Counseling Practicum: A Comparison of the Introspective-Experiential and the Didactic Behavioristic Paradigms." Unpublished Doctoral Dissertation, Northwestern University, 1969.
- Thielen, Bernard. "Immediate Effects of an Abbreviated Co-counseling Supervision Approach in Teaching Empathic Skills to Counselors-in-Training." Ann Arbor: University Microfilms, 1970.

APPENDIX A
CARKHUFF'S SIXTEEN CLIENT STIMULUS
EXPRESSIONS

A DESCRIPTION OF HELPER RESPONSES TO HELPEE STIMULUS EXPRESSIONS: AN INDEX OF DISCRIMINATION

Introduction and Instructions

The following excerpts involve a number of helpee stimulus expressions and in turn a number of helper responses. There are 16 expressions

by helpees of problems, and in response to each expression there are four possible helper responses.

These helpees can be considered to be helpees in very early contacts. They may not be formal helpees. They may simply be people who sought the help of another person in a time of need. In this example the same helpee and the same helper are involved.

You may rate these tapes, keeping in mind that those helper responses which the helpee can employ most effectively are rated the highest.

Excerpt 1

HELPER: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful. She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be--the particular group I was with.

HELPER RESPONSES:

- (1) You know you have changed a lot. There are a lot of things you want to do but no longer can.
- (2) You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet.
- (3) Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.
- (4) So you have a social problem involving interpersonal difficulties with others.

Excerpt 2

HELPEE: I love my children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.

HELPER RESPONSES:

- (1) Hmm. Who are these other people?
- (2) So you find yourself raising a lot of questions about yourself—educationally, vocationally.
- (3) Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.
- (4) While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

Excerpt 3

HELPEE: Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby—well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school—breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

HELPER RESPONSES:

- (1) So you find yourself raising a lot of questions as to if what you are doing is right for your child.
- (2) Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise—where the child can gain some independence?
- (3) Could you tell me—have you talked to your husband about this?
- (4) While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going—not sure who you are.

Excerpt 4

HELPEE: It's not an easy thing to talk about. I guess the heart of the problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfillment I used to. It's not as enjoyable—for my husband either, although we don't discuss it. I used to enjoy and look forward to making love. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

HELPER RESPONSES:

- (1) Perhaps you feel your marriage and role of mother is holding you back and preventing you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you.
- (2) What about your relationship with your husband, his role as father and companion?
- (3) You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage.

Excerpt 5

HELPEE: Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

HELPER RESPONSES:

- (1) They really make you very angry. You wish you could handle them more effectively than you do.
- (2) Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel.
- (3) Why do you feel these people are phony? What do they say to you?
- (4) Maybe society itself is at fault here—making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

HELPEE: They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

HELPER RESPONSES:

- (1) You really resent having to meet the goals other people set for you.
- (2) What do you mean by "it makes me sick?"
- (3) Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open.
- (4) A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of--something about yourself in relation to these other people.

Excerpt 7

HELPEE: I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just—I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me—I'm not an understanding mother or something. Damn! What potential! What she could do with what she has. There are times she doesn't use what she's got. She gets by too cheaply. I just don't know what to do with her. Then she can be so nice and then, boy, she can be as onery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

HELPER RESPONSES:

- (1) So you find yourself screaming and yelling at your daughter more frequently during the past three months.
- (2) Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses.
- (3) While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?"
- (4) While she makes you very angry, you really care what happens to her.

Excerpt 8

HELPEE: He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do—not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid—I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me—it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

HELPER RESPONSES:

- (1) It really angers you when you realize in how many ways he has taken advantage of you.
- (2) Tell me, what is your concept of a good marriage?
- (3) Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.
- (4) It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going.

Excerpt 9

HELPEE: I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them! It's just marvelous!

HELPER RESPONSES:

- (1) Sounds like you found someone who really matters to you.
- (2) Why do these kind of people accept you?
- (3) That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."
- (4) Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

Excerpt 10

HELPEE: I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job! Its great! It's so great I can't believe it's true—it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

HELPER RESPONSES:

- (1) Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
- (2) Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.
- (3) Let me caution you to be cautious in your judgment. Don't be too hasty. Try to get settled first.
- (4) It's a good feeling to contemplate doing these things. #

Excerpt 11

HELPEE: I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older.

They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous!

HELPER RESPONSES:

- (1) It's a good feeling to have your kids settled once again.
- (2) Is it possible your kids were happy before but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?
- (3) Do you feel this is a permanent change?
- (4) Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

Excerpt 12

HELPEE: I'm really excited the way things are going at home with my husband. It's just amazing! We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased, I don't know what else to say.

HELPER RESPONSES:

- (1) It's a wonderful feeling when things are going well maritally.
 - (2) It's really exciting to be alive again, to feel your body again, to be in love again.
 - (3) Is your husband aware of these changes?
 - (4) Now don't go overboard on this right now. There will be problems that lie ahead and during these periods that you have these problems I want you to remember well the bliss you experienced in this moment in time.
-

Excerpt 13

HELPEE: I'm so thrilled to have found a counselor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

HELPER RESPONSES:

- (1) Gratitude is a natural emotion.
 - (2) This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.
 - (3) That's a good feeling.
 - (4) Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.
-

HELPER: No response. (*Moving about in chair.*)

HELPER RESPONSES:

- (1) You can't really say all that you feel at this moment.
- (2) A penny for your thoughts.
- (3) Are you nervous? Maybe you haven't made the progress here we hoped for.
- (4) You just don't know what to say at this moment.

Excerpt 15

HELPER: Gee, I'm so disappointed. I thought we could get along together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so—doggone it—I don't know what I'm going to do, but I know you can't help me. There just is no hope.

HELPER RESPONSES:

- (1) I have no reason to try and not to help you. I have every reason to want to help you.
- (2) Only when we establish mutual understanding and trust and only then can we proceed to work on your problem effectively.
- (3) It's disappointing and disillusioning to think you have made so little progress.
- (4) I feel badly that you feel that way. I do want to help. I'm wondering, "is it me? Is it you, both of us?" Can we work something out?

Excerpt 16

HELPER: Who do you think you are? You call yourself a therapist! Damn, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying. I never heard of such therapy. You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time. The minute the hour is up you push me out the door whether I have something important to say or not. I—uh—it makes me so goddamn mad!

HELPER RESPONSES:

- (1) You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
- (2) I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.
- (3) You are pretty displeased with what has been going on here.
- (4) All right, you are furious, but I wonder if it's all mine or is there something else eating you.

124 Toward Objective Selection

Table 8-1. Key to Design and Expert Ratings of Counselor Responses to Helpee Stimulus Expressions

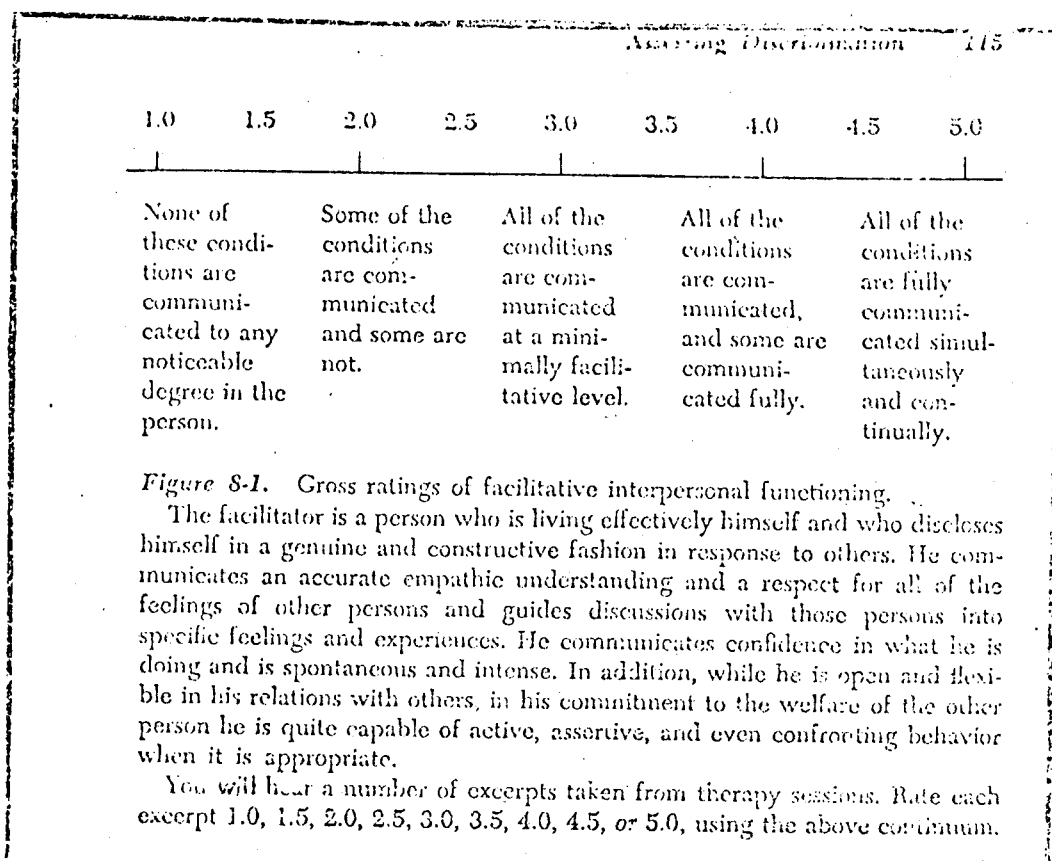
Helpee Stimulus Expressions	Counselor Responses	Design Level of:		Over-all Ratings
		Facilitation	Action Orientation	
I	1	High	Low	3.0
	2	H	H	4.0
	3	L	H	1.5
	4	L	L	1.5
II	1	L	L	1.0
	2	H	L	3.0
	3	L	H	1.5
	4	H	H	3.5
III	1	H	L	3.0
	2	L	H	1.5
	3	L	L	1.0
	4	H	H	4.0
IV	1	L	H	1.5
	2	L	L	1.5
	3	H	H	3.5
	4	H	L	3.0
V	1	H	L	3.0
	2	H	H	4.0
	3	L	L	1.0
	4	L	H	1.5
VI	1	H	L	3.0
	2	L	L	1.0
	3	L	H	1.5
	4	H	H	3.5
VII	1	L	L	1.0
	2	L	H	1.5
	3	H	H	4.0
	4	H	L	3.0
VIII	1	H	L	3.0
	2	L	L	1.0
	3	L	H	1.0
	4	H	H	4.0
IX	1	H	L	3.0
	2	L	L	1.0
	3	H	H	4.0
	4	L	H	1.5
X	1	L	H	1.5

Assessing Discrimination 125

	2	H	H	3.5
	3	L	L	1.0
	4	H	L	3.0
XI	1	H	L	3.0
	2	L	H	1.5
	3	L	L	1.0
	4	H	H	4.0
XII	1	H	L	2.5
	2	H	H	4.0
	3	L	L	1.0
	4	L	H	1.0
XIII	1	L	L	1.0
	2	L	H	1.0
	3	H	L	3.0
	4	H	H	4.0
XIV	1	H	H	3.5
	2	L	L	1.5
	3	L	H	1.5
	4	H	L	3.0
XV	1	L	L	1.0
	2	L	H	1.0
	3	H	L	3.0
	4	H	H	3.5
XVI	1	L	H	1.5
	2	L	L	1.0
	3	H	L	3.0
	4	H	H	3.5

APPENDIX B
JUDGES' RATING FORM

APPENDIX C
CARKHUFF SCALE FOR GROSS RATINGS
OF INTERPERSONAL FUNCTIONING



APPENDIX D
SUBJECTIVE QUESTIONNAIRES

149

COUNSELING SESSION EVALUATION

(CC)

Counselor Name _____

Supervisor _____

Session # _____

IN THIS SUPERVISION SESSION I WAS: (circle the rating)

Unskilled	1	2	3	4	5	Skilled
Not Helpful	1	2	3	4	5	Helpful
Critical	1	2	3	4	5	Accepting

IN THIS SESSION THE COUNSELOR WAS (circle the rating):

Tense	1	2	3	4	5	Relaxed
Dependent	1	2	3	4	5	Self-directed
Unsure	1	2	3	4	5	Confident
Did not understand the client	1	2	3	4	5	Understood the client
Constrained	1	2	3	4	5	Natural

AT THIS POINT I WOULD RATE THE COUNSELOR'S ABILITY AS:

Poor	1	2	3	4	5	Good
(Non-facilitative)						(Facilitative)

IN THIS COUNSELING/SUPERVISION SESSION THE COUNSELOR'S SKILLS:

Did not improve	1	2	3	4	5	Improved
-----------------	---	---	---	---	---	----------

TWO THINGS THE COUNSELOR DID WELL IN THIS SESSION:

1. _____
2. _____

TWO THINGS THE COUNSELOR DID NOT DO WELL IN THIS SESSION:

1. _____
2. _____

WHAT THE COUNSELOR CAN DO NEXT TIME TO BE MORE EFFECTIVE:

1. _____
2. _____

COMMENTS:

COUNSELING SESSION EVALUATION

Counselor Name _____ Supervisor _____

Session # _____

IN THIS COUNSELING SESSION THE COUNSELOR WAS (circle the rating):

Tense	1	2	3	4	5	Relaxed
Unsure	1	2	3	4	5	Confident
Did not Understand the Client	1	2	3	4	5	Understood the client
Constrained	1	2	3	4	5	Natural

AS A RESULT OF THIS COUNSELING SESSION AND SUPERVISION THE COUNSELOR SKILLS:

Did not improve 1 2 3 4 5 Improved

AT THIS POINT I WOULD RATE THE COUNSELOR'S ABILITY AS:

Poor 1 2 3 4 5 Good (Facilitative)
(non-facilitative)

IN THE SUPERVISION SESSION THE SUPERVISEE WAS:

Tense	1	2	3	4	5	Relaxed
Unsure	1	2	3	4	5	Confident

IN THIS SUPERVISION SESSION I WAS:

Unskilled	1	2	3	4	5	Skilled
Not Helpful	1	2	3	4	5	Helpful
Critical	1	2	3	4	5	Accepting

TWO THINGS THE COUNSELOR DID WELL IN THE COUNSELING SESSION:

1. _____

TWO THINGS THE COUNSELOR DID NOT DO WELL IN THIS SESSION:

1. _____

2. _____

WHAT THE COUNSELOR CAN DO NEXT TIME TO BE MORE EFFECTIVE:

1. _____

2. _____

COMMENTS:

Name _____

Please give your reactions to the project:

1. Which method of supervision did you prefer? Why?
2. Which method were you most comfortable with and why?
3. Do you feel your student counselors learned differentially under the two methods? If so, how? and why?
4. Do you think one method or the other cuts through student defensiveness more? Why?
5. If you could change the supervisory sessions in some way (for a future project such as this) what changes would you make?
6. What question do you think is under study in this project?
7. How would you rate your helpfulness to your supervisees under the two types of supervision? (circle the rating)

Co-counseling

Not helpful 1-----2-----3-----4-----5 Helpful

Delayed Feedback

Not helpful 1-----2-----3-----4-----5 Helpful

8. Please give the following information on each of your supervisees:

- (a) On a scale of one (low facilitation) to five (high facilitation), how would you rate each of your supervisees? (You may use decimal as well as whole numbers such as 2.5) Enter under "rating" column.
- (b) Please rate each of your supervisees according to your perception of his improvement or growth in counseling ability over the sessions, using one (no growth) to five (high growth) scale.

<u>Supervisee</u>	<u>Skills Rating</u> 1(low) to 5 (high)	<u>Improvement Level</u> 1 (none) to 5 (high)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. COMMENTS?:

END-OF-TERM EVALUATION OF COUNSELING SESSIONS

Name _____

Date _____ Supervisor _____

Please respond to the following items in terms of your overall experiences in counseling this summer. The answers will not be identified as yours individually. Your honesty is appreciated.

MY SUPERVISOR WAS: (circle the rating)

Unskilled	1-----2-----3-----4-----5	Skilled
Not Helpful	1-----2-----3-----4-----5	Helpful
Incompetent	1-----2-----3-----4-----5	Competent
Critical	1-----2-----3-----4-----5	Accepting
Superficial	1-----2-----3-----4-----5	Genuine

AS A RESULT OF THESE COUNSELING SESSIONS MY COUNSELING ABILITY:

Did not improve 1-----2-----3-----4-----5 Improved

HOW WOULD YOU RATE YOUR COUNSELING ABILITY AT THIS POINT?:

1. Overall Counseling Ability

Poor 1-----2-----3-----4-----5 Good

2. Ability to Listen

Poor 1-----2-----3-----4-----5 Good

3. Naturalness in a Session

Constrained 1-----2-----3-----4-----5 Natural

4. Accurate Understanding of the Client

Poor 1-----2-----3-----4-----5 Good

(Continued on next page)

Answer the following questions based on knowledge you gained from being a counselor during the sessions this summer.

1. What in your opinion are the 3 most important behaviors, or ways of acting in a session, of the "effective counselor"? BE BRIEF.

(1) _____
(2) _____
(3) _____

2. On the other hand, what do you think are 3 "mistakes" which a counselor makes in a session which keeps him from being an "effective counselor"?

(1) _____
(2) _____
(3) _____

3. Please comment on your experience as a counselor this summer. Did you find it worthwhile? Do you feel you learned, or improved your skills? Any general comments regarding the supervision you received? etc. etc.....

APPENDIX E

SUMMARY TABLE OF JUDGES' RATINGS ON PRE-TEST

T-Test Comparisons of Low Functioning versus High
Functioning Counselor Trainee Pre-Test Scores

Rater	Low Functioning		High Functioning		t
	X	SD	X	SD	
Judge #1	1.27	.13	2.18	.45	-7.02**
Judge #2	1.26	.31	2.04	.50	-4.66**
Judge #3	1.97	.40	2.41	.44	-2.58*
Judge #4	1.73	.34	2.31	.40	-3.85**

* p .05 **p .01

SUMMARY TABLE OF T-TESTS ON PRE-TEST, POST-TEST SCORES

Summary Table of T-Tests on Pre-Test, Post-Test Scores

Group	Pre-test		Post-test		t-diff
	X	SD	X	SD	
Total	2.09	.43	2.16	.41	-1.31
Co-counseling	2.06	.41	2.18	.41	-1.34
Delayed Feedback	2.11	.47	2.15	.42	-.40
Initially High Functioning	2.36	.38	2.39	.41	-.27
Initially Low Functioning	1.85	.32	1.97	.30	-1.66

APPROVAL SHEET

The dissertation submitted by Jean D'Aguiar has been read and approved by the following Committee:

Dr. Manuel S. Silverman, Chairman
Associate Professor, Guidance and Counseling, Loyola

Dr. John Wellington
Professor and Chairman, Guidance and Counseling, Loyola

Dr. Gloria Lewis
Assistant Professor, Guidance and Counseling, Loyola

Rev. Michael J. O'Brien, C.S.V.
Professor, Psychology, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

5-15-75

Date

Manuel S. Silverman
Director's Signature